Documentary History

of

EDUCATION IN UPPER CANADA

(ONTARIO)

1871,-74

Ministry of Education, Ontario
Information Centre, 13th Floor,
Mowat Block, Queen's Park,
Toronto, Ont. M7A 1L2

Digitized by the Internet Archive
in 2025

https://archive.org/details/documentaryhisto0025jgeo

DOCUMENTARY HISTORY

OF

Ministry of Education, Ontario
Information Centre, 13th Floor,
Mowat Block, Queen's Park,
Toronto, Ont. M7A 1L2

Education in Upper Canada,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION OF THE EDUCATION DEPARTMENT IN 1876

VOL. XXV., 1871-1874.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

J. GEORGE HODGINS, I.S.O., M.A., LL.D.

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION; HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

TORONTO:

PRINTED AND PUBLISHED BY L. K. CAMERON,

Printer to the King's Most Excellent Majesty

1908.

WARWICK BRO'S & RUTTER, Limited, Printers
TORONTO.

MAY 24 1989
G.D
379
.713
059doc
v.25

PREFATORY NOTE TO THE TWENTY-FIFTH VOLUME.

The most noteworthy Educational event which occurred in 1873, as recorded in this Volume, was the adoption by Members of the Provincial Council of Public Instruction of a strongly worded Petition to the House of Assembly against what they regarded as the arbitrary conduct towards them by the Government of the Day. Rather than attempt to give a summary of the objections of Members of the Council to the action of the Government in this matter, I give it in their own words from the Petition, as follows:—

That, in consequence of certain statements and imputations against this Council and the Education Department, the Honourable Edward Blake, then President of the Executive Council, brought in a Bill last Session of the Legislature, which was passed into an Act, declaring that,

"The Lieutenant-Governor-in-Council shall have power to cause enquiry to be made into the working of any Rules, Regulations, Instructions, or Recommendations, which have been, or may be, made, or issued, by the Council of Public Instruction, or by the Chief Superintendent of Education; and to abrogate, suspend, or modify, any such Rules, Regulations, Instructions, or Recommendations."

That, as contemplated by this Act, the Government instituted a most severe and exhaustive inquisition into the acts of this Council since 1867, requiring explanations, statutory authority and also reasons for every proceeding, and act of this Council in regard to the following subjects:—

(1) The Preparation, Publications, Sanctioning and Providing of Text Books for the Public and High Schools.

(2) The Examination of, and Certificates of Qualification to, Public School Teachers.

(3) The Management and Teaching of the Normal and Model Schools.

(4) The Programmes, Course of Study, and General Regulations for the Organization, Government, Discipline and Inspection of the Public and High Schools.

(5) The Official Regulations, providing for Adequate Accommodations in the Public Schools.

(6) Special Regulations for the admission of Pupils to the High Schools.

(7) Various Miscellaneous matters.

That the Council promptly and fully answered every Enquiry and Demand of the Government, and assured its ready Obedience to every Order and Instruction which the Government had issued, or might issue, explaining and giving Statutory Authority for each Regulation, or Recommendation, which it had made since 1867; and this Council believes that the Chief Superintendent of Education, an *ex-officio* Member of this Council, gave, in like manner, the Authority and Reasons which were required of him for his Acts and Instructions.

That when your Honourable House had passed an Act to make thorough Enquiries into the then impugned Regulations and Acts of this Council; and when that Enquiry has been made in a manner of thoroughness and severity very unusual, if not unprecedented, this Council submits that it is justly due to its character and past labours, that its Answers in explanation of its own Acts, and in reply to the Charges preferred against it, should be laid before Your Honourable House and printed for the information of Members and of the Public.

That the Members of this Council are prepared at any moment to retire from the position and work which they have so long sustained; but they deem it due to themselves, as it is the right of the humblest Subject of the Queen, to be heard in their own Defence before having their labours of more than twenty-five years legislatively stamped, as they have been, with the character of "Inefficiency."

As the result of this hostile attitude of the Government to the Council of Public Instruction and the Chief Superintendent of Education, stimulated, as it was, by the Bookselling interest, represented by Mr. G. Mercer Adam, an active agitation was promoted by the same interest, with a view professedly to give Teachers and Inspectors a right to representation on the Council of Public Instruction.* This the Government consented to do; and a Bill was framed by the Attorney-General to give effect to this scheme.

The Chief Superintendent remonstrated with the Attorney-General on the subject, and objected to the application of the principle of popular election to a Body constituted as was the Council of Public Instruction, which was originally designed to be a consultive and co-operative agency, intended to aid him in his administration of the Education Department, but which, as the result of the elective system, would become both partizan and obstructive, which it actually did, as the after records of this Documentary History will show.

With these untoward exceptions, the Educational results of the year, as recorded in this Volume, were highly satisfactory, and showed a gratifying progress, not only in the Schools of various degress, but a substantial increase in the means provided for their support and maintenance.

TORONTO, July, 1908. J. GEORGE HODGINS,
Historiographer of the Education Department of Ontario.

* It is a singular fact that, although the elective principle, as applied to the Council of Public Instruction, was professedly designed to give Inspectors and Teachers a practical, personal and Professional representation on that Body, yet, as a matter of fact, neither classes elected a member of its own order to the Council, but chose outsiders.

CONTENTS OF THE TWENTY-FIFTH VOLUME.

PAGE.

CHAPTER I. EXTRACTS FROM THE REPORTS OF THE PUBLIC SCHOOL INSPECTORS, IN REGARD TO THE OPERATIONS OF THE NEW SCHOOL ACT OF 1871. 1

CHAPTER II. ATTENDENCE, AND FINANCIAL EXHIBIT, OF THE EDUCATIONAL INSTITUTIONS OF ONTARIO, 1871, 1872 32

CHAPTER III. A GENERAL STATISTICAL ABSTRACT, EXHIBITING THE COMPARATIVE STATE AND PROGRESS OF EDUCATION IN ONTARIO, AS CONNECTED WITH UNIVERSITIES, COLLEGES, ACADEMIES, PRIVATE, HIGH, PUBLIC, NORMAL AND MODEL, SCHOOLS FROM THE YEAR 1842 TO 1872, INCLUSIVE 35

CHAPTER IV. ATTENDANCE OF STUDENTS AT THE NORMAL SCHOOL FOR ONTARIO, AND CERTIFICATES GRANTED 39

CHAPTER V. EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY OF ONTARIO, 1872, 1873 44

CHAPTER VI. EDUCATIONAL ACTS PASSED BY THE LEGISLATURE OF ONTARIO, 1873.... 60

I. An Act to Continue an Act Passed in the Twenty-fifth Year of the Reign of Her Majesty, Chaptered Thirty, Respecting the Regulations of the Council of Public Instruction 60

II. An Act Respecting the University of Toronto 60

III. An Act to Establish a School of Practical Science..... 68

IV. An Act to Incorporate the Dundas Wesleyan Institute 70

V. An Act Amalgamating the Nazrey Institute with the Wilberforce Educational Institute 75

CHAPTER VII. THE SCHOOL LEGISLATION AND EDUCATIONAL ESTIMATES OF 1873..... 76

CHAPTER VIII. PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1873. 81

CHAPTER IX. ANNUAL REPORT OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1871, 1872 85

CHAPTER X PROCEEDINGS OF THE CHURCHES IN UNIVERSITY MATTERS, 1873..... 86

I. The Methodist Church, Representing Victoria University 86

1. Proceedings of the Board of Victoria College 86

2. Report of the Theological Department of Victoria College. 88

3. Proceedings of the Methodist Conference in Regard to Victoria College 89

4. The Dundas Wesleyan Institute for Boys 90

5. Annual Address of the Methodist Conference, in Regard to its Educational Institutions 91

6. Address of Professor Goldwin Smith at the Victoria University Convocation, 1873 91

7. Address by the Reverend Doctor Ryerson at the Convocation 93

II. The Presbyterian (Church of Scotland) in Canada, Representing Queen's University, 1873 94

1. Proceedings of the Synod of the Presbyterian Church (of Scotland) in Canada, 1873 .....

2. Statement of the ordinary Revenue and Expenditure of Queen's College, 1872, 1873 96

3. Balance Sheet showing the Assets and Liabilities of Queen's College, 1872, 1873 96

4. Report of the General Committee on the Endowment of Queen's College, 1872, 1873 97

III The Church of England, Representing Trinity University, 1873... 98

1. Proceedings of the Council of Trinity College 98

IV. The (Free) Presbyterian Church of Canada, Representing Knox College 100

PAGE.

1. Proceedings of the Board of Trustees of Knox College..... 100
2. Report of the Board of Management of Knox College, 1872, 1873 102
3. Report of the Senate of Knox College, 1872, 1873 103
4. Report of the Board of Examiners of the Western Section... 105
5. Report of the Committee on College Buildings 105
6. Financial Report of Knox College, 1872, 1873 106

CHAPTER XI. PROCEEDINGS OF THE GOVERNMENT WITH THE COUNCIL OF PUBLIC INSTRUCTION, 1873 107

I. The Chief Superintendent of Education to Attorney-General Mowat 108
II. Attorney-General Mowat to the Chief Superintendent of Education 111
III. The Chief Superintendent of Education to Attorney-General Mowat 111
IV. The Chief Superintendent of Education to Attorney-General Mowat 113

CHAPTER XII. PETITION OF THE COUNCIL OF PUBLIC INSTRUCTION TO THE HOUSE OF ASSEMBLY ON THE ARBITRARY ACTION OF THE GOVERNMENT IN REGARD TO IT, 1873 114

I. Draft of Bill to Amend the Public and High School Laws of Ontario in Regard to the Council of Public Instruction. By Attorney-General Mowat 118

CHAPTER XIII. DRAFT OF A SCHOOL ACT RELATING TO THE COUNCIL OF PUBLIC INSTRUCTION, PROPOSED BY ATTORNEY-GENERAL MOWAT ON CONSULTATION WITH THE CHIEF SUPERINTENDENT OF EDUCATION, 1873 118

I. The Deputy Superintendent of Education to Attorney-General Mowat 119
II. Attorney-General Mowat to the Chief Superintendent of Education 120
III. Attorney-General Mowat to J. George Hodgins 120
IV. Attorney-General Mowat to J. George Hodgins 120
V. Attorney-General Mowat to J. George Hodgins 120

CHAPTER XIV. PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1873..... 121

CHAPTER XV. INEQUALITY OF THE SALARIES OF THE OFFICERS OF THE EDUCATION DEPARTMENT, COMPARED WITH THOSE OF THE OTHER DEPARTMENTS OF THE GOVERNMENT, 1873 127

I. The Chief Superintendent of Education to Attorney-General Mowat 127
II. Attorney-General Mowat to the Chief Superintendent of Education 127

CHAPTER XVI. RETURN TO AN ADDRESS OF THE HOUSE OF ASSEMBLY, 1873 128

I. The Provincial Treasurer to the Chief Superintendent of Education 128
II. The Chief Superintendent of Education to the Deputy Superintendent 128
III. Attorney-General Mowat to the Deputy Superintendent of Education 129
IV. The Deputy Superintendent of Education to Attorney-General Mowat 129
V. J. George Hodgins to Doctor Ryerson 130
VI. The Deputy Superintendent of Education to Attorney-General Mowat 130
1. Normal Schools in the State of New York 131

PAGE.

2. Facilities for Granting Certificates of Qualification to Teachers. Number Granted in 1872 132
VII. From the Chief Superintendent of Education to the Provincial Secretary 132
1. Schedule of the Result of the Examination of Public School Teachers, 1873 132
2. Teachers' Institutes as a Temporary Substitute for Normal School Training 132
(1) Report of the Proceedings of a Teachers' Institute at Brantford, held by Doctor J. H. Sangster 133
CHAPTER XVII PROGRAMME FOR THE EXAMINATION OF PUBLIC SCHOOL TEACHERS; AND GENERAL REGULATIONS IN REGARD TO THEIR DUTIES... 135
I. Conditions Required of Candidates for Certificates of Qualification as Public School Teachers 136
II. Value and Duration of Various Grades of Teachers' Certificates.... 137
III. Minimum Qualifications Required for Teachers' Third Class Certificates 137
IV. Minimum Qualification for Teachers' Second Class Certificates... 138
1. Additional for Teachers, who desire Special Certificates for Teaching Agriculture 139
V. Minimum Qualifications Required for Teachers' First Class Provincial Certificates 139
VI. Time of Holding Examinations, and General Remarks on the Subject 140
CHAPTER XVIII. THIRD CLASS TEACHERS CAN ONLY BE ASSISTANTS IN PUBLIC SCHOOLS IN SPECIAL CASES 141
I. No Payment is Legal to Unqualified Teachers 143
CHAPTER XIX. THE PRESENT CONDITION OF THE GRAMMAR, OR HIGH SCHOOLS... 144
I. Our Common Interest in the Prosperity of High and Public Schools 144
II. The Educational Anacronism of 1807 144
III. Character of the Efforts made in later years to Sustain the High Schools 145
IV. Other Steps taken to Increase the Grants to Individual High Schools 145
V. Objections to the High School Programme 146
VI. Objections to the Number of Teachers in each High School..... 146
VII. Ample Provision now made by the Legislature for the Support of High Schools 147
VIII. The True Place of the High Schools in our National System of Education 148
IX. Vast Difference in the Rates of Grants to High and Public Schools 148
X. Inexpediency of Allowing High Schools alone to Admit Pupils to the Schools 149
XI. Illustrative Report of Mr. James A. McLellan, LL.B., Inspector, on Individual High Schools 149
XII. Illustrative Report of the Reverend J G. W. MacKenzie, M.A., Inspector, on Individual High Schools 151
XIII. The Chief Superintendent of Education on Preparatory Classes in High Schools 152
XIV. Unjust Criticisms on the Apportionment to High Schools, and on the Education Office Administration 153
1. Suggestions for the Improvement of High Schools 153
2. Payment by Results to be Equitably Distributed 154

PAGE.

CHAPTER XX REORGANIZATION OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES..... 155
I. Circular to High School Boards in Ontario, 1873 155
II. Circular to the Inspector of High Schools 157
III. Revised General Regulations for the Organization, Government and Discipline, of High Schools and Collegiate Institutes 157
1. Terms, Hours of Daily Teaching, Holidays and Vacations. 157
2. Religious and Moral Instruction in the High Schools and Collegiate Institutes 158
3. Opening and Closing Exercises of Each Day 158
4. Weekly Religious Instruction by the Clergy of each Persuasion 159
5. Duties of High School Inspectors 160
6. High School Accommodations 162
7. Powers and Duties of Head Masters and Teachers of High Schools and Collegiate Institutes 163
(1) Number of Teachers, and Designation of each..... 163
(2) Duties of Assistant Teachers 165
(3) Additional Duties of Masters and Teachers 165
8. Duties of Pupils of High Schools and Collegiate Institutes. 167
9. Admission of Pupils to the High Schools 168
10. Subjects of Examination for Admission of Pupils to High Schools and Collegiate Institutes 171
(1) Extracts from the Programme of Course of Study in the Public Schools to the Fourth Class 172
11. Explanatory Memorandum on the Programmes of Study for High Schools and Collegiate Institutes 173
12. Legal Decision of the Court of Common Pleas on an Assessment for a High School 173
13. Appeal of the Chief Superintendent of Education to the Government against an Order-in-Council, Rescinding the Regulation for the Admission of Pupils to the High Schools. 174
(NOTE.—Decision; the Regulations are to be Revised.)
14. Inferior Qualifications of Canadidates for Admission to High Schools 175

CHAPTER XXI. RETURN TO THE LEGISLATURE ON THE SELECTION OF A SITE FOR AN AGRICULTURAL COLLEGE FOR ONTARIO, 1873 175
I. Letter from the Commissioner of Agriculture, Authorizing the Reverend W. F. Clarke to make a Report on the Subject. 176
II. Report of the Reverend W. F. Clarke on Agricultural Education in the United States to the Commissioner of Agriculture... 176
1. The Massachusetts' Agricultural College at Amherst 177
2. Course of Study in this College 178
3. The Michigan Agricultural College, near Lansing 179
4. Select Course of Study in this College 181
5. Means of Illustration to be used in the College 182
6. The Agricultural Department, Washington 182
7. Suggestions as to the Establishment of an Agricultural College for Ontario, by the Reverend W. F. Clarke..... 184
8. Report on Farms at Guelph, by the Reverend W. F. Clarke 186
9. An Agricultural College for Ontario by the President of the Agricultural Association 187
10. Remarks on the same subject by Messieurs John Gibson, H. P. Crosby, M.P.P., Captain Milne and the Honourable David Reesor .....

PAGE.

CHAPTER XXII. APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE PUBLIC SCHOOLS OF ONTARIO, 1873 190
I. To Cities, Towns and Villages 190
II. To the Counties and Outlying Districts 193

CHAPTER XXIII. IMPROVED SCHOOL HOUSE ACCOMMODATION, 1873..... 194
I. English Hints on Planning a School House 194
II. Plan for Remodelling an, Old-style, School House..... 195
III. Evils of Over-crowded Schools 196
IV. Hygiene in School House Habits 196
V. Effects of Vitiated Air in School Houses 196

CHAPTER XXIV. POWERS, DUTIES AND RESPONSIBILITIES OF PUBLIC SCHOOL TRUSTEES IN RURAL SECTIONS 197
I. The Necessary and Discretionary Powers of Public School Trustees. 197
II. Public School Trustees Positive Duties 198
III. Education Returns for the House of Assembly 198

CHAPTER XXV. ADDRESS TO THE CHIEF SUPERINTENDENT OF EDUCATION FROM THE OFFICERS OF THE DEPARTMENT AND THE NORMAL AND MODEL SCHOOLS, ON HIS 70TH BIRTH-DAY, 24TH MARCH, 1873..... 199
I. Address from the Officers of the Education Department 200
II. Address from the Normal and Model Schools 201
III. Reply by the Chief Superintendent of Education 201

CHAPTER XXVI. VALEDICTORY BY THE EDITOR OF THE CANADIAN FREEMAN TO THE CHIEF SUPERINTENDENT OF EDUCATION, 1873 202

CHAPTER XXVII PROCEEDINGS OF THE ONTARIO TEACHERS' ASSOCIATION, 1873..... 204
I. President Daniel Wilson's Address 205
1. The Position of Science in Education 205
II. Discussion on Various Topics by Members of the Association 214
1. School Organization 214
2. Euclid as a Text Book 214
3. Common Sense of Logic, by the Reverend Doctor McCaul... 215
4. Allowance to Superannuated Teachers 216
5. Inspectors' Associations 217
6. Modern Culture in Schools 217
7 Address to the Association by Professor Goldwin Smith ... 217
8. Township Boards of School Trustees Versus School Section Boards of Trustees 222
9. Prize by Honourable G. W. Ross for an Essay on the Necessity of Rural Schools 223
10. Representation on the Council of Public Instruction..... 223
11. Evils of Irregular Attendance at School 223
12. Proceedings of the High School Section of the Association. 225
13. Best Method of Teaching Geography and Arithmetic 220
14. Visit to the Institution for the Deaf and Dumb at Belleville. 229

CHAPTER XXVIII. REPORT OF THE SENATE OF THE UNIVERSITY OF TORONTO FOR 1872, 1873 229

CHAPTER XXIX. REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE FOR THE YEAR 1873. 230

CHAPTER XXX. REPORT OF THE SCHOOL OF PRACTICAL SCIENCE FOR THE YEAR 1873. 231

CHAPTER XXI. REPORT AND SUGGESTIONS TO THE CHIEF SUPERINTENDENT OF EDUCATION, WITH RESPECT TO THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES FOR THE YEAR 1873; by James A. McLellan, LL.D., J. M. Buchan, M.A., and S. Arthur Marling, M.A., Inspectors 235

PAGE.

CHAPTER XXXII. ANNUAL REPORT OF THE NORMAL MODEL HIGH AND PUBLIC SCHOOLS IN ONTARIO FOR THE YEAR 1873 BY THE CHIEF SUPERINTENDENT OF EDUCATION 246

I. Receipts and Expenditures of Public School Moneys 246

II. School Population, Ages of Pupils attending Public School,—their Average Attendance 247

III. Number of Pupils in the Different Branches of Instruction 248

IV. Religious Denominations, Certificates and Annual Salaries, of Public School Teachers 248

V. School Sections and School Houses, School Visits and Lectures; School Examinations and Recitations,—Giving of Prizes, Time of Keeping the Schools Open. Prayers and the Ten Commandments 249

VI. Roman Catholic Separate Schools 252

VII. High Schools, Receipts and Expenditures, Pupils' Fees 253

VIII. Pupils in the Various Branches, and Miscellaneous Information 254

(1) Condition for Establishing High Schools 254

(2) Conditions for Establishing Collegiate Institutes..... 254

IX. Meteorological Observations in the High Schools 255

X. The Normal and Model Schools 256

XI. Other Educational Institutions in Ontario 257

XII. Free Public Libraries 257

XIII. Summary of the Maps, Apparatus and prize Books Supplied to the Counties, Cities, Towns and Villages, during the year 1873 258

(1) Table Shewing the Value of Articles sent out from the Educational Depository during the years 1851 to 1873, inclusive 259

(2) Book Imports into Ontario and Quebec during the years 1850-1873 260

(3) The General Question Practically Discussed 260

(4) Practice, and Opinions of United States Educationists in Regard to an Educational Depository 260

(5) Cautions and Warnings of United States Educationists. 261

(6) Steps taken by the Education Department to Supply the Schools with Books, Maps and Apparatus 262

XIV. Superannuated and Worn-out Teachers of Public Schools 263

(1) Official Regulations in Regard to the Superannuated Teachers' Fund 264

XV. Educational Summary for the year 1873 264

XVI. General Statistical Abstract of the Progress of Education in Ontario from 1842 to 1873, inclusive 264

XVII. The Educational Museum of the Department..... 266

(1) Principal Contents of the Museum 266

XVIII. Report of the Inspectors of High Schools for 1893 268

XIX. Extracts from the Reports of Inspectors of the Public Schools... 268

CHAPTER XXXIII. ESTIMATES FOR THE EDUCATIONAL DEPOSITORY SERVICE OF 1874. 270

I. The Treasury Accountant to the Chief Superintendent of Education 270

II. The Chief Superintendent of Education to the Provincial Treasurer 270

III. The Chief Superintendent of Education to the Provincial Treasurer 270

PAGE.
IV. The Chief Superintendent of Education to the Provincial Treasurer. 271
V. The Treasury Accountant to the Chief Superintendent of Education 271
VI. The Chief Superintendent of Education to the Provincial Treasurer 272
(1) Statement of the New Supplementary Estimates of the Education Department for 1874 272
CHAPTER XXXIV. EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY, 1874. 272
APPENDIX TO THE TWENTY-FIFTH VOLUME:
Sketch of the Ottawa Collegiate Institute by John Thorburn, M.A., LL.D., formerly its Head Master, now Librarian of the Government Geological Survey of Canada 284

CHAPTER I.

EXTRACTS FROM THE REPORTS OF THE PUBLIC SCHOOL INSPECTORS IN REGARD TO THE OPERATIONS OF THE NEW ACT OF 1871.

Although the Chief Superintendent of Education, in each of his Annual Reports has given large extracts from the Reports of the Local Inspectors of the Public Schools, yet I have not hitherto reproduced them in these Volumes, chiefly not only because they can be seen *in extenso* in the Appendices to the Journals of the House of Assembly for each year, but also because the Chief Superintendent has, in his Reports, given a general summary of the facts stated in these Reports, as well as the Remarks and Suggestions made by the various Local Inspectors in regard to the Schools.

However, on the passage of the comprehensive School Act of 1871, I thought that it would be desirable to show from the Extracts of these Reports what was the general feeling in regard to that Act, and what was its influence and effect in stimulating an increased local public interest in the Public Schools, as affected by the New Act, and also in increasing the desire, on the part of Trustees, to improve the condition and character of these Schools.

The Report of the Inspectors of the Grammar Schools, (which I give in a separate Chapter of the preceding Volume), enters fully into the condition and prospects of newly created High Schools and Collegiate Institutes.

It will be seen from the Extracts which I give from the Reports of the Inspectors of the Public Schools, that not only has new interest been awakened in regard to these Schools, but also in regard to the new and practical subjects of instruction which the new Law has prescribed shall be imparted in the Schools, so as to fit the pupils, in after years, for success in the various departments of life which they may choose. This awakened interest has been the more marked in regard to the subjects of mechanical and natural Science,—the effect of the introduction of which in the Programme of Studies for the Public Schools has had a most beneficial effect in inducing Teachers to fit themselves better for the discharge of their duties in regard to the teaching of these subjects in the Schools, aided, as they have been, by the provisions in the New School Act for raising the character of the Profession of Teaching, and by giving the higher grade of their Certificates of Qualification a fixed and permanent value.

I have not attempted to give, in detail the extracts from the local Inspectors' Reports which treat of the dark, as well as of the lighter, shades of what they report as the former condition of these Schools, but I have chiefly confined myself to giving, in condensed form, such portions as state what has, thus far, been the beneficial effects on the Schools of the operations of the New School Act of 1871. In doing so, I have been able to

incorporate in this Chapter of 31 pages, about 80 of the same sized pages of the Parliamentary original Report. The following are the extracts: —

County of Glengarry.—During the year 1872, I started a Teachers' Association, which has held three Meetings and has done some good. In connection with it we established a Teacher's Library containing at present ninety Volumes, and expect before long to have it enlarged.

The Meetings of the Association have started an "esprit de corps" among the best Teachers besides a determination to improve. At the end of the year, (1872), we held Competitive Examinations in each of the Townships for the best Pupils in each Class in the different Schools. At these $120 worth of Prize Books were distributed. They have been productive of much good. If the Councils grant the requisite amount of money we will hold the Examinations yearly.

We have had 5,000 Reports for Parents on the progress of Pupils printed, to be sent out periodically from the Schools.

County of Stormont.—Some of those who were the loudest in condemning the School Law are now its strongest supporters, and are even urgent in recommending that its requirements be stringently enforced. The people generally are satisfied with the Regulations, and cheerfully co-operate with the School Authorities in promoting the necessary improvements.

The Programme and Limit Table have established a standard by which Teachers are to be guided in the promotion of their Pupils into more advanced Classes: but the generality of the Schools in this County have not yet been brought into conformity with the Programme.

The irregular attendance of the Pupils at the Schools is not only a great hindrance to the progress of the Pupils immediately concerned, but it also interferes with the proper management and discipline of the Schools, and is a subject of general complaint on the part of the Teachers.

A fruitful source of contention is afforded by the question of School Section boundaries. The formation of a Township Board of Trustees would completely remedy this unpleasant and anomalous state of affairs.

County of Dundas.—I must express my satisfaction with the growing anxiety of Trustees and people, to meet the requirements of the School Law, neither must I forget the advancing progress of Teachers, both as to the amount of knowledge possessed, and the capability of imparting that knoweldge to their Pupils.

An honest desire to be fully prepared to meet the requirements of the new standard, has sent many Teachers, who were desirous of continuing in the profession of teaching, to the High Schools in the County, and retained in these and other seminaries of learning those who are preparing for the next examination.

I am happy to say that in every School in this County the authorized Books alone are used. Teachers are becoming more familiar with their contents and the mode of using them.

The change from dull repetition to the understanding and comprehension of every word, of every lesson, of every rule and formula, is slowly but surely going on, and its advantages are already understood and valued.

This year will witness a very large addition to the number of new School Houses. Last year the Trustees acquired, and sometimes at large cost, the ground needful by the Law; and this year they proceed to erect their School Houses.

I am happy to add, in conclusion, that the moral standing of our Teachers is high, and that not the slightest whisper of complaint has reached me.

County of Prescott.—There have been a number of new School Houses built during the year, and others have been repaired.

New Maps and Black-boards have been supplied in a good many instances.

The Salaries of Teachers are rapidly increasing, and thus a strong inducement is held out to make better preparation for the profession.

I fully believe that the new School Law, if properly administered, will cause a thorough regeneration in School matters, and in a short time materially raise the standard of scholastic education, as well as make it more general.

I am happy to say that fair progress has been made in educational matters in some Townships.

Four new School Houses have been built during the past year, namely, one in Hawkesbury Village, intended to accommodate both the High and Public Schools,—a very fine brick structure costing $7,500,—three in the Township of Longueuil,—one brick, the others wood. Three School Houses have been thoroughly renovated,—two in Caledonia and one in Longueuil. Four Schools have provided themselves with Maps during the year.

Prizes have been given in a few School with good results.

County of Renfrew.—Irregular attendance of Pupils is a serious cause of complaint with every earnest and faithful Teacher, and is generally lamented by Trustees and others. One of the most healthful indications of improvement is exhibited by the fact that a good and healthy tone pervades the entire community in reference to the importance and advantages of education. We would deduce from this fact a brighter hope and a better encouragement for the future of education in this Country. A larger number of Parents are truly anxious that their children should be regular in their attendance, and are prepared to exercise considerable self-denial for that purpose; but when they find that it is almost impossible to obtain "hired help," as a matter of necessity they have to avail themselves of the assistance of their children in the harvesting of their crops. I know of certain parents who lamented this necessity, and who would have much preferred to send their children to School to keeping them employed on the farm, if they could have engaged assistance at almost any price. Many instances might be cited of the remarkable influence which the appointment of a good Teacher exerts upon the attendance. Where an inefficient and dull Tacher is engaged, it is not long before the attendance begins to fall away; and the reverse is the case when an energetic and efficient Teacher is appointed.

Trustees are now beginning to open their eyes to the fact that this "cheap Teacher" system has been one of the greatest hindrances to the welfare of their School. It is, therefore, a fact worthy of comment, that the remuneration offered to Teachers of average respectability during the year 1872 has been twenty-five or thirty per cent. in advance of anything as yet offered to the teaching profession.

During the year eight new School Houses have been erected, and several others are in course of erection. The style, arrangement and equipment of some of these are an honour to the Sections interested, and will serve as models of what a rural School House should be. When we take into consideration the wretched and inadequate accommodation hitherto provided in Public Schools, we can easily perceive the necessity for enacting a Law defining the accommodation required, and also providing for the erection of good and suitable School Houses. I am glad that the Chief Superintendent of Education has thought proper to encourage the building of suitable School Houses by offering prizes for the best plan of School Houses, and the best method of arranging the grounds, etcetera.

County of Frontenac.—I have much pleasure in informing you that a great improvement has taken place in the majority of the Schools of the County of Frontenac during the past year, owing to the fact that the Teachers generally have adhered to the "Programme of Classification for Public Schools," as far as practicable, and have taken a livelier interest in their duties.

During the year, fifteen new School Houses were in course of erection, some of which have been completed, whilst others are nearly so. Twenty-six were repaired, re-furnished, etcetera; fifteen were enclosed with a substantial fence, etcetera; and quite a number were supplied with Maps, Tablet Lessons, etcetera. Twenty new School Houses will be in course of erection during the year 1873.

During the year, I made two official visits to each School in the County, and delivered eighty-seven Public School Lectures.

From the general improvement in educational affairs throughout the County, I expect, by July, 1874, to have every School under my jurisdiction in compliance with the Official Regulations in regard to adequate School House Accommodation, including Maps, Tablet Lessons, Printed Sheets, etcetera.

The people generally are becoming better satisfied with the new order of things, because they are finding out that their children are making more satisfactory and real progress in their studies now than formerly, and that the Teachers generally are taking more interest in their laborious profession.

Considerable improvement is perceptible in the Reading of nearly all the Pupils. My remarks in reference to defects in reading, mentioned in my former Report, have been taken hold of by Teachers generally, and efforts have been put forth to remedy the defects.

The attention paid to the subject of Spelling is, in a large majority of Schools, very satisfactory. The practice adopted by most Teachers immediately after the reading lesson, when Pupils have closed Books, is to select the most difficult words in the lesson and require these to be spelt in class. Judging by the results this practice has proved eminently satisfactory.

Considerable improvement has taken place in the method of teaching Arithmetic, and also in the attainments of Pupils. Formerly a large number of Schools were without chalk or black-boards, so that however efficient the Teacher, it was impossible to teach this subject with any satisfaction or success. It is, therefore, gratifying to know that there is not one Teacher at present engaged in this County who does not habitually make use of chalk and black-board, and this with marked success. The attention paid to this subject in the New Programme, and the efforts put forth by Teachers to teach it in a more methodical and intelligent manner are becoming every day more apparent, and will, I trust, be eminently successful in their results.

The subjects of Geography and Grammar have received more attention from Teachers and Pupils during the year than formerly was the case, and very satisfactory progress has been made in the method of teaching these subjects.

Very little attention has hitherto been paid to the subject of History. Hitherto this subject has been entirely overlooked in our system of Public Instruction; but is now made by Law one of the subjects required to be taught in Public Schools. History is a subject which no nation can with safety set aside, and which should occupy its proper position in every Educational System. If the Pupils of Canadian Schools are to be brought up in ignorance of the history of their own and also of the Mother Country, we would apprehend great danger for the future prosperity of Canada. The world's safeguard against anarchy and revolution lies in an intimate knowledge of the past, leading men to see how preferable are intelligent and constitutional measures to those which ignorance or a short-sighted policy can introduce.

In all subjects and in all classes the Pupils should be made interested and led to think for themselves. I do not know of anything which has given a greater impulse to this kind of teaching than the wise introduction of Object Lessons. This method of imparting instruction is calculated to improve the observation and intelligence of Pupils, as well as train them in the use of porper words to designate and describe objects. It is surprising the utter ignorance displayed by many Pupils when requested to describe in their own words some familiar object. There are many Pupils of average respectability in other subjects, who cannot write anything like a creditable composition. My plan has been first of all to give an Object Lesson, and then require the Pupils to describe the same object in their own words. This method improves observation, provides for the use of suitable words, and improves the writing, spelling and composition.

I deem it necessary that some attention should be devoted to the important subjects of punishments and rewards. In a large School under the control of one Teacher it may be necessary, in order to maintain proper discipline, to enact severe rules. It is important, however, to remember that the true art of governing is controlling Pupils as much as possible without punishment; but it cannot be expected that a Teacher can teach and keep in order a large School without having recourse to some kind of punishment. It is well, however, that we have such a healthy public opinion in reference to this matter.

There are many persons who deprecate the introduction of competition into Public Schools, because, as they say, it has a pernicious effect upon the efforts of Pupils, and is morally evil in its effects. The testimony of Trustees and Teachers is strongly in favour of competitive examinations, and a system of rewards. They report, in every case where the method has been adopted, that it has been attended with very beneficial results. By stirring up a spirit of emulation amongst Pupils, new energy is infused into Schools.

Although Drawing is one of the subjects required by Law to be taught in Public Schools, yet there are but few where this subject is taught. It is impossible for a Pupil to commence too early to learn this subject. The subject itself is not without interest to the youthful mind, and it trains the eye and hand at the same time. There is many a period during School hours when very young Pupils feel fatigued and disinclined to do anything except fall asleep. At such times a lesson in Drawing would afford them all the amusement and change which they require. These exercises are valuable, because they train the eye and the hand, improve the judgment in the apprehension of figures, and will be to every youth very useful in the affairs of after life.

According to the New Programme laid down by the Department of Public Instruction, some attention is required to be paid to the subject of music. In a very large majority of the Schools in the County not a note of music is heard from one year's end to another. The Trustees of the Public Schools at Beachburg and Sand Point have secured the services of competent Teachers for the purpose of teaching this subject. These exercises have been eminently satisfactory. Music not only tends to make things cheerful in the School House, but it does even more than this,—it trains the voice and quickens the emotions. It also exercises a beneficial influence upon the health of Pupils by quickening the circulation, arousing the bodily activities, expanding the lungs, and imparting an increased vigour to the whole system; it also prepares for participation in the devotional exercises of all churches. Patriotism, temperance and all virtues are deeply engraved upon the heart by the power of music. And not only this;—the songs learnt at School are heard at the homes of Pupils, gladdening life, cheering sorrow and beautifying everything.

County of Russell.—It affords me great pleasure to state that no subject seems to engross the best interests of our entire community so much as education. The provisions of the School Law are becoming more and more acceptable; especially in those Sections where the services of Teachers may be characterized as "affording attractions for Pupils; thereby securing the sympathy of parents and guardians."

We are chiefly indebted to the Teachers of this County for the organization of an Association which comprises all Teachers of High and Public Schools in the United Counties of Prescott and Russell. The deliberations of this Association have, to a considerable extent, reached the laudable purpose aimed at, of infusing new life and energy among Teachers, which have resulted in the better teaching, organization and discipline of Schools.

As further evidence of the growth of intelligence, as evinced by School organization, I would instance the fact that the number of Pupils in the first and second classes is considerably in excess of the numbers found in those classes at the beginning of the year 1872; before the prescribed limit table was properly understood, or regarded, as a rule for the Teacher's guidance.

In regard to the duty of Trustees to supply the Schools with Maps, Apparatus, Furniture and School Books, much remains yet to be done. However, in this respect, too, there are grounds for congratulation, when we consider the numerous applications of last year to the Department at Toronto for Maps, etcetera, and the frequent appeals to myself for copies of the School Law and *Journal of Education.*

Last year I reported preparations for eight new School Houses. Five of these have been completed, one of the five being a spacious brick building of ample capacity for the Section, and being confessedly a credit to the County. Preparations are already made, or in progress, for new buildings, as follows:—

In the Township of Cumberland	1	In the Township of Russell	2
In the Township of Clarence	2	In the Township of Cambridge	2
In the Township of North Plantagenet	3	In the Township of South Plantagenet	1

Making in all eleven (11) new School Houses, the majority of which I hope to see completed before the close of next midsummer vacation, and which, if accomplished, will give us sixteen new buildings, as the salutary effects of the new School Law.

Add to this the improvements which have been made in the way of extension of space and seating accommodation. Many old tottering benches, hacked and marred, whose hideous blackness was the sole embellishment of rude walls and filthy floors, have given place to others bright and clean, firmly and properly arranged on a clean floor, and affording happy relief to new Maps and Tablets lately arranged. Two instances deserve special notice, such praiseworthy interest having been manifested in procuring desks of the most approved and latest style from Toronto.

However, I rejoice to be able to state, that in my efforts to reconcile contending parties. I have been cordially received and warmly supported by the friends of knowledge and truth, so that I am able to say that in Sections, where hitherto the Law might be considered a dead letter, because of neglect or disregard, now there is marked interest in, and intelligent comprehension of, its ample and wise provisions.

County of Carleton.—The Ten Commandments are now taught in most of the Schools; but in only one instance is religious instruction given by clergymen. The Compulsory Attendance Clause is a dead letter in this County; and will be until the inforcement of it is given into the hands of a special (Truant), or other Officer.

Good progress has been made in the erection of new School Houses; and I hope to be able to report still greater progress next year.

The crying want of this part of Ontario is a new Normal School. Until we obtain this boon, I cannot promise you a very flattering Report on the educational affairs of the County of Carleton.

County of Leeds, First Division.—The first four Readers are principally used, and for the 1st, 2nd, 3rd and 4th Classes respectively.

The Writing in the 1st Class is chiefly on slates, probably less than a third using Paper.

The Brockville United High and Central School is thoroughly graded, the Teachers employed well trained and qualified, and the results attained are on the whole satisfactory.

I find far less objection to the working of the School Act of 1871, than was at first indulged in, and the general opinion is now decidedly in its favour. The system of regular and thorough inspection of the Schools is found to work well, the Teacher striving to have the different classes familiar with the standard respectively required for the first four classes.

Many Parents object to their children studying anything beyond, Reading, Spelling, Writing and Arithmetic; and comparatively few are willing that they should attempt Geography, Grammar and History; and I must confess that, till I see some degree of proficiency in these subjects, I doubt the expediency of Pupils dabbling in the natural sciences, under the guidance of those who know nothing thereof.

Geography, History and Arithmetic are generally very imperfectly known by the Pupils. The deficiency in the first subject is chiefly owing to the want of Maps, which I am urging both Trustees and Teachers to procure as soon as possible; and I am happy to say that several have complied with my request, and many "are going to." In History, our Schools and Teachers do not stand so well as formerly. This falling off is attributed to the loss experienced by the withdrawal of the old Fifth Book of the Irish National Series, wherein was an excellent synopsis of the leading historical events, admirably arranged. In fact, I must unquestionably admit that the present Series of Readers is infinitely below that of the Irish National, and that the change was most injudicious.

County of Leeds, Second Division.—During the past year our efforts have been chiefly directed to the classification of the Schools and to the introduction, as far as possible, of the requirements of the New Programme. In this I have met with considerable success. I found a very general desire to fulfil the requirements of the Law.

The proposed Normal School for Eastern Ontario is the specific for the difficulty, as our American friends say. Its establishment will no doubt mark an educational era in this section of the Country.

We cannot claim that the Schools of this Division, (Number 2, Leeds), have made any very marked progress for the past year; yet during that time they have undergone a very marked change, which at no distant date will eventuate, we trust, in a very decided improvement. The change we refer to is that of classification, management, and a preparation of Lessons by Teachers,—very essential requisites to success. As a general rule, the Course of Study laid down in the "Programme" is followed closely. The "Limit Table," indicating a standard of excellence to be attained before a Pupil can be promoted, taken in connection with the Programme of Studies, constitutes one of the very best features of the New School Act. By it Pupils see what is required of them, and Teachers have an invariable standard of promotion. We have introduced competitive examinations, and find them to work well so far. A number of new School Houses will be built this year.

County of Grenville.—There are buildings of a very superior class, furnished with the modern style of desks, and augur well for the future. In the little Village of Edwardsburgh, just at the head of the Galops Rapids, a handsome double School House is about to be built on a grassy height overlooking the noble St. Lawrence; and in the thriving Village of Merrickville, at exactly the opposite corner of the County, another graded School, having three or four compartments, is about to be erected on the bank of the beautiful Rideau; while the Village of Kemptville, on the Prescott and Ottawa Railway, has already given out the contract for a new School House, at a cost of $6,275. These are encouraging facts.

In the Township of Edwardsburgh, the ratepayers of the Section resolved in building a spacious stone School House, which will be a credit to themselves and a blessing to their children for generations.

Undoubtedly the great want at the present time, in connection with our School system, is the total abolition of the sectional divisions of the Townships, which are a source of endless trouble, and are simply a superfluous impediment in the way of further improvement. Let these divisions be superseded by Township Boards of Trustees,—let us have this fundamental improvement introduced, and we shall have better School Houses, better Teachers, and a new era of educational progress all over the Province.

United Counties of Lennox and Addington.—I regard with much favour the "Township Board System," which, I believe, would afford an efficient remedy for many of the evils now experienced.

The want of proper School House accommodation, in many Sections, has been, to a very considerable extent, supplied,—twenty-one School Houses, mostly of a superior

description, having taken the places of ones which were, in most cases, utterly unfit for School purposes.

Report No. 2.—It affords me more than ordinary pleasure to direct attention to the large number of superior School-Houses which have been erected in this County since the establishment of the present order of things. The majority of the new School Houses not only exceed in size what the letter of the Law requires, but they are also supplied with the most approved means of promoting the health and comfort of the children. The subject of ventilation has been fully considered, and highly approved modes of maintaining the purity of the air of the School Rooms have been generally adopted.

It is also a pleasure to note that, in a good many cases, the ornate has not been overlooked,—the external appearance of the School Houses indicating a degree of taste highly creditable to those concerned in their erection. A few have been furnished with large bells, which secures a uniform time in the respective neighbourhoods, and corrects, to some extent, the tardiness which so often interferes with the order of the Schools.

With regard to the Schools, I am glad to say that the element of thoroughness is now found in the most of them.

In the subjects of Reading, Spelling and Arithmetic a great improvement is manifest in nearly all the Schools. The Pupils, in going through their Reading Books, are required, before they leave a lesson, to be able not only to read it well and know the meanings of the words, but also to write it correctly from dictation. In Arithmetic, great attention is paid to the rationale of the subject, and, in addition to the book work, original questions of a practical character are given by the Teachers. "Short lessons, well prepared," is the motto generally observed.

I am pleased, however, to report an increasing interest in School matters in Sections where a good deal of indifference has hitherto existed. There has been a considerable advance in the Salaries of Teachers throughout this County during the past year, and, I believe, that in a short time our people, generally, will realize what you have often so forcibly pointed out, that it is much better to pay high Salaries to good Teachers than low Salaries to poor ones.

On the whole, I think, we have reason to congratulate ourselves on the progress we have made, and, I trust, that what has been done will tend to still greater improvement.

County of Hastings, North.—I found on completing my visits to the Schools in 1871, that in order to comply with the Law providing "adequate School Accommodation," twenty-three new School Houses would have to be built in place of sixteen old log School Houses, and seven old frame School Houses; and also that several other School Houses needed repairs and alterations to fit them for use.

Many of our young Teachers prosecute their studies with energy until they have obtained a Certificate; in prosecuting these studies, they have looked solely to the acquisition of the requisite knowledge to enable them to pass an examination; but in so doing, have overlooked the necessity of learning how to teach others, the consequence is, that, when thrown on their own resources in a School Room, their ignorance of School Organization and Discipline make their labours as Teachers, (which should not only be their duty, but their pleasure), become irksome, unsatisfactory and very fatiguing, and thereby unfit them for study at home.

Township Boards for the management of the Public Schools, in place of the present Trustees, would probably be prompt actors in establishing Township Model Schools, as true economy in the educational interests of their Townships.

Programme and Limit Tables.—The great obstacle to the successful carrying into operation of the Programme and Limit Tables, is the want of trained Teachers; the thorough introduction of them, although progressing, is not, however, being effected so quickly and satisfactorily as desired,—the half-yearly, or even yearly, change of Teachers in many Sections impedes the introduction of improvements in the Schools,

and is generally injurious to the Pupils, particularly where the change is but the continuance of the same class of untrained Teachers, many of whom, on the Inspector's visit, require to be instructed in the management of their Schools, and on the subsequent visit of the Inspector to the same School, he probably finds a new Teacher with whom the same process must be repeated.

No less than thirty Schools are reported as being unfurnished with Maps. As soon as new School Houses are built, this great evil will be remedied.

Sunday Schools.—These Schools are increasing; they now return 1,776 Scholars and 197 Teachers, with 25 Libraries, containing 2,341 Volumes.

Where the Teacher has been trained, has had experience, and can successfully carry into effect the organization of his School, its discipline, and the improved methods of teaching adopted in the Normal School, the results are most gratifying.

There have been and are some Schools of this description in North Hastings. The influence they have exerted by their example, and in the Teachers they have furnished, has been most beneficial.

County of Hastings, South.—The Regulations requiring proper accommodations are being carried out quite satisfactorily in this County. Many new School Houses have been built, and many will be built the coming summer. Several have been constructed of brick and stone, and many of those to be built next summer are to be of the same material. The grounds are not all fenced in yet, but they will be during this summer, as I have the guarantee from the Trustees that the grounds will be procured and fenced in, and outhouses built as soon as the spring opens.

The Schools are now all well supplied with "Tablets," "Maps," and nearly all have Object Lessons hung up in the School Room, but they are taught in very few Schools. It has been of great benefit to Teachers and Scholars to have the Schools thoroughly supplied with reading Tablets and good Maps, and my thanks are due to Doctor Hodgins for sending me at different times so many "Trustees' printed forms" of application, thus enabling me, without much trouble, to get Trustees to send at once for necessary articles.

During the past year there has been much improvement in the method of teaching Reading, particularly the First Book. Teachers have been thoroughly alive to the importance of having their Pupils read every lesson thoroughly, and not allowing them to leave the lesson until it is read properly and naturally. They are all taught according to the natural method introduced by Doctor Sangster. They are brought over the "Tablets" thoroughly and without Spelling, and they are, from the first, required to print, and afterwards write on the slate, all the words in the Reading lesson. When they have gone over the Tablets in this manner, they are then required to read through the Book once. In the "second part," they are required to spell in the lessons gone over, all the words, in short phrases; the words at the head of the lesson being explained by the Teacher and the meanings given. This plan is being carried out in all the Reading Books, and it is surprising to notice in most of our Schools the great improvement in this important branch of School study, and instead of the former monotonous, indistinct and unintelligible style, we have now a clear, distinct, intelligible and intelligent style of reading, whereby reading is made a pleasure, and a taste is encouraged for it after School hours and in after life; for it is believed that unless the Scholars of our Schools are made good readers while in the First and Second Books, it is doubtful whether they will ever after make good readers.

It is not necessary to go through the Arithmetic but once, provided more than half of the time devoted to Arithmetic has been given to practical reviews. I have found that those Pupils who have gone on in this way, are rapid, correct, and do their work neatly, while those who have gone through the Arithmetic several times in a careless manner lack those essentials, videlicet, rapidity, correctness and neatness, and they frequently know very little of the subject. During the past year there has been in nearly all of our Schools much improvement in teaching this important branch.

In all the Schools Spelling is taught from the Reading lessons by giving short phrases and the Pupils spelling the words in their proper connection. Dictation on slates is carefully taught, and in many Schools the Pupils are required to write in Books prepared for the Schools of the County. The mistakes are afterwards corrected by the Teacher, and the misspelled words written by the Pupil several times at the end of the Book. This is the only correct method of teaching Spelling.

The authorized Copy Books are being gradually introduced into the Schools and a good deal of attention is paid to Writing by our Teachers.

Grammar is now being thoroughly and practically taught in nearly all our Schools. During the past year there has been a great improvement in the method of teaching and in the manner in which analysis of sentences is taught. The Pupils are, at first, taught to pick out the parts of speech, and this is generally done by the conversational method of teaching and without Books; and by using suitable sentences on the black-board.

As all our Schools are now well supplied with excellent Maps, Geography is taught through them; at first using no Books, but giving a great amount of practical explanation, and afterwards using in connection with the Maps, Lovell's small Geography.

Agricultural Chemistry is taught in a few of the Schools and generally by our second class Teachers. In some Schools it is taught very thoroughly and practically, reflecting great credit on those Teachers so actively engaged.

Beyond practical questions in the simple rules Mental Arithmetic is not taught except by a few Teachers. I found one Teacher teaching this subject very efficiently without a Text Book,—which is the correct way,—but by using the black-board to teach the method of working certain questions in analysis, and then drilling the whole class, and finally giving a great variety of questions *extempore*, and to be worked after the same model.

On the whole, our Teachers have improved much during the past year, and I think this is due in a great measure to the practical way in which our Convention has been conducted. I think it deserves more of the name of an "Institute" than a "Convention" from the fact that no discussions have been allowed, but the most improved methods of teaching all the School subjects have been shown, and this has been of great practical benefit to the young and inexperienced Teacher, enabling him to teach after the best system and with more life and energy; in fact, giving life and energy to all. It has been well attended throughout the year.

Religious Instruction.—The Commandments are repeated by the Scholars in many of the Schools, and many Teachers open and close their Schools by reading a portion of Scripture and using the prescribed form of prayer.

County of Prince Edward.—It is my expectation that the Schools of this County will be brought to observe all the Regulations of the School Act within a reasonable time. I expect to issue a Circular to the School Boards of the County, explaining the object of the more generally misunderstood provisions, and calling upon them to act at once in the matter.

In conclusion, I am happy to state that the new Regulations generally have had a good effect as far as adopted, and that the Schools in Prince Edward were in a better state of proficiency last Autumn, than ever before during my four years' incumbency.

Some progress has been made during the past year in securing improved School Accommodation, but many houses are yet in an unsatisfactory condition. The prospect, however, now is, that by the close of 1874 there will be hardly any of our School premises at variance with the requirements of the Law.

In other respects, such as the proper arrangement of yards, establishment of Public Libraries, etcetera, progress is also being made, although not so rapidly as I would like to witness.

As regards the general condition of our Schools, I believe I am warranted in reporting the progress as nearly satisfactory. The Teachers generally appear to be

more zealous and to strive for success more determinedly than heretofore, while the thoroughness of the instruction imparted in many Schools is very encouraging. To prevent the irregular attendance of Pupils, a plan has been adopted in one of our Schools, which promises to work well. The Trustees have had printed and distributed to each family in the Section, a sheet containing extracts from the "Duties of Masters," and the whole of the "Duties of Pupils in our Public Schools" as prescribed by the Council of Public Instruction. From this, Parents can see the penalties attached to unnecessary and unexplained absence from School, as well as improper conduct while there.

Another appliance used with good effect during the past year in most of our Schools, is the Pupils' card of standing, or weekly report to Parents.

Our Association for Mutual Improvement continues its beneficial influence upon our Schools, while our Teachers' Library is pretty well patronized. We have been receiving several educational periodicals from the United States, which are found to be very instructive and interesting. But there are some more thorough means of instruction still greatly needed by Teachers generally, and I am pleased to observe indications of the organization, throughout the Province, of Teachers' Institutes. With increasing numbers of young inexperienced members yearly entering the profession, very many of whom are unable to seek the requisite Normal training, there is very great need of the best substitute that can be provided. This is, undoubtedly, the Teachers' Institute, which may justly be regarded as the missing link of our Public School System.

County of Northumberland.—Although there is improvement,—very great improvement, in the classification of the Pupils of our Schools, yet the failure to come up to the Programme on the part of some Teachers is one of the greatest hindrances to improvement in those Schools.

My time amongst the Schools in this County has been chiefly spent in examining the Pupils in the different Classes; trying to enforce the New Programme; looking after the condition of the School Premises; writing Trustees regarding School Accommodation; giving general advice to Trustees, Teachers and Parents.

Although the Ten Commandments are taught, and the Form of Prayer is observed in only half of our Schools, yet you must not conclude that no Religious Instruction is given in the other half. Although many of our Teachers do not use the Form of Prayer, nevertheless the little daily incidents that occur in every School on account of some irregularity on the part of Pupils, and the allusions to religious subjects in many of the reading lessons, furnish good texts for inculcating practical religion; and right well do many of our Teachers ply the consciences of their Pupils with this kind of incidental teaching, which, perhaps, after all, is not the least effectual way of impressing truth on the waywardness of human nature.

Upon the whole, I rejoice to say that during no other year for eighteen years have the Schools of this County made as much real progress as during 1872. The School Law Amended Act of 1871 has instilled new life and new vigour into our School System, which, no doubt, will in a few years tell with unprecedented force on the educational progress of the Public Schools of this Province.

County of Durham.—The New Programme has had a very marked effect in introducing system into the classification and teaching of our Public Schools. All the subjects of the first, second, third and fourth Classes are taught, if we except Natural History and Agricultural Chemistry. The former subject is not taught in many Schools as yet; but several Schools have introduced the latter, and the number is steadily increasing. In about one-third of our Schools good fifth Classes may be formed during the Winter term, in which Algebra, Geometry, Physiology and Book-keeping receive their proper attention. All the Sections in which new School Houses have been built, have purchased the necessary amount of land, and several others have enlarged, supplied and enclosed their yards. Seven good School Houses were

built last year.—two of these,—at Haydon and at Leskeard,—are large, fine structures, with separate rooms for two Teachers. Three were built of Brick, three Frame, and one Concrete. Preparations are being made to build eleven new Houses this year. Seven in the Township of Hope, three in Cartwright, and one in Cavan. When we see eighteen Sections building in two years, and know that all the old Houses except three contained the requisite number of square and cubic feet, we must award much credit to Trustees and people for the laudable effort they are putting forth to improve their School Accommodation. The Sixteenth Section of the School Act of 1871 has been of great benefit in equalizing the limits of Sections. By its aid a grievance of long standing has been redressed in Hope, and the Township of Cartwright has been equalized, but we shall never see strict justice done to all ratepayers, and the support of our Public Schools provided for in the fairness and spirit of free School education, until sectional boundaries are abolished. Salaries have advanced from fifteen to twenty-five per cent. during the past two years.

We have two flourishing Teachers' Associations in the County, which include among their numbers nearly every Teacher in the County. From the interest manifested, I look for much benefit to the profession. At our union meeting in Port Hope last October, a resolution was passed, declaring the advisability of establishing County Teachers' Institutes under the direction of the Chief Superintendent.

County of Victoria, West.—The labours of those engaged in the interests of education in this County have been attended during the past year with gratifying results. The educational standard of the Teachers, as well as that of the Schools, is rapidly advancing, and the latter seems to keep pace with, and to be largely dependent upon, the former.

In Mariposa, Eldon and Fenelon many new and substantial brick School Houses have been built during the year, and others are in the course of erection. In most cases the grounds have been enclosed, suitable out-buildings erected, and the School supplied with Maps, Black-boards, etcetera.

In the remaining Townships of West Victoria, which are rocky and poor, several of them being in the Free Grant District, the School Houses are chiefly log, but in most cases are commodious and comfortable.

The new method of examining Teachers, and the system of classifying the Schools and regulating the work done in them seem to be giving satisfaction, and to be attended with beneficial results.

County of Victoria, East.—In the case of those Teachers who have general registers, I sign my initials opposite the names of all the Scholars whose classification I approve of, that is to say, those who show themselves familiar with the whole of the work of the next lower class. The names of these Scholars I read out to the School. Of the others, any who are very backward, I instruct the Teacher to put into some lower class, and those who are forward in some subjflects and backward in others, I name the subject in which each Scholar is backward and recommend that extra attention be paid for a time to those subjects.

County of Ontario.—1. The New Programme is carried out in its principles; classification according to the real knowledge of the Pupils; gradation which may be called our Educational ladder; an equal distribution of the Teacher's time according to the weight and importance of the subject to the exclusion of pet subjects. 2. The Law regarding ample School Accommodation works like a charm, and will soon accomplish its great and important object. Many commodious, and comfortable School Houses have replaced hovels. This Law is, indeed, an advocate of children's rights. 3. The Law in relation to the Superannuation Fund is satisfactory to nearly all except the stepping stone Teachers, who fetter the progress of education. At first great ignorance of this Law prevailed, but the clouds are dispelled; hence there is satisfaction and even delight, for they feel that they cannot make a better investment. 4. In the mode of testing the Pupils' knowledge, there is an

unquestionable improvement. 5. Teachers, in general, are alive to the weight and importance of Mechanical Drill, and, therefore, they have their Pupils sit properly, stand erect, move from and to their classes in exemplary order. This preserves health and promotes obedience, two grand essentials in a good education. 6. The Ten Commandments, the grand landmarks in the Kingdom of God, are taught in a greater number of Schools than formerly, but the Instruction necessary to establish the balance between the intellectual and the moral natures, is not sufficiently given. 7. The *Journal of Education* is not regularly received, at which the people express deep regret. This indicates the high esteem in which it is held as the great source of light on School matters; it is the Schoolmaster abroad. 8. I am happy to be able to report progress, in general, not so much in the extent of the acquisition of knowledge, as in the principles on which the Pupils are educated. I mean they work more with their understandings, or in the light and not in the dark as formerly. The ends of education and the means of attaining these ends are much better understood; and the various processes of Instruction necessary to train every faculty of the minds, are more referred to first principles.

County of York, North.—From the Report it will be seen that there are, in the Northern Division of York, seventy-three School Houses. Of these, thirty-one at the beginning of the year were adequate; thirty-three are still inadequate; two have been enlarged and seven built during the year. Seventeen are built of Brick; fifty-two are Frame, and four Log Buildings. The accommodation furnished in these is sufficient for 7,000 Pupils, whilst the School population is 10,400.

Very considerable progress has been made in the introduction of Nature Teaching through Object Lessons, Drawing and Music. The children are delighted with these subjects of study where introduced. Teachers generally are cordial.

Much has been done during the year to provide suitable out-door Accommodation, Water, Fences, Grounds, and to put School Houses in good condition. But still greater progress is anticipated during 1873, as contracts are now being let for the erection of fine Brick Houses with Anterooms, Class Rooms, and so on.

An obvious increase of interest has been shown in educational matters; and, generally, people are preparing to meet the increasing demands of the times. Many begin to feel and believe that a sound education is better to their sons than any patrimony could be without it, and are ready to make the necessary investment,—for I shall not call it sacrifice,—in houses, grounds and apparatus.

Some small and comparatively poor Sections think of the character and ability of the Teacher first, and of the Salary afterwards, giving for them high wages, and seeking to retain the same Teacher from year to year. When Teachers' residences are considered as necessary as School Houses to the permanency and success of the profession, a new era will have begun.

With increased pay to Teachers there must come increased competition and higher attainments; following these, more permanency and more ambition and success.

Nothing will remove the third evil of our present regime more effectually than the formation of Township Boards of liberal-minded Trustees.

County of York, South.—I have twice inspected each of the Public Schools and the departments thereof, and also the Roman Catholic Separate Schools, explaining all matters connected with the School Law bearing upon the duties of Public School Trustees, especially those relating to School Accommodations, School Furniture, Site, Conveniences, etcetera; the importance of regular attendance on the part of the Pupils, and any other matter having a direct or indirect bearing upon the success of Public Schools.

In making my half-yearly visits it was satisfactory to find that the Inspector's return was looked forward to with pleasure by the Pupils in general, and that a spirit of emulation was being produced, leading in very many instances to very marked improvement.

During the past year, several Boards of Public School Trustees, when directed to do so, most readily engaged an Assistant Teacher, when the Regulations required it, on account of the large attendance.

During the past year six large and commodious School Houses have been erected; two in Scarborough, two in York, and two in Markham; and during the current year, several more will be completed, for some of which building materials are being provided by the Trustees at the present time.

The Inspector feels confident that, before long, adequate school accommodation and every other requisite for School Work will be provided in each of the School Sections of the Southern Division of the County of York.

County of Peel.—Teachers generally appear to welcome the introduction of a Programme and Limit Table, as in some degree a safeguard against their own desire to please Parents and Trustees, who are better judges of quantity than of quality, and who too often measure their children's progress, and consequently the Teacher's success and Salary by the number of leaves turned over.

Teachers' Salaries have risen about ten per cent. during the past year. There was but one Provincial First Class Teacher engaged in the County.

Owing to the still unsettled state of Section boundaries, but little has been done during the past year in the matter School Accommodation.

The Trustees of the County, at a very large meeting, held in the Court House, Brampton, on the 11th February instant, and presided over by Mr. Robert Smith, M.P., adopted the following Resolutions as the basis of a Memorial to the Legislature:—

"1st. That the Municipal Council of each Township should be required to levy upon all the taxable property of the Municipality an equal School rate, and should pay therefrom to the local Trustees of each Section a sum equal to at least three-fourths of the average Salary of Teachers in such Municipality during the year then last past.

"2nd. That the Municipal Council of each Township should have the right to determine the Site of each School House hereafter to be built, subject to the same appeal as now by Law provided against Township By-laws for the alteration of Section boundaries.

"3rd. That when Section boundaries are altered, the Ratepayers separated from any Section should receive from the Trustees of such Section, as their share of the School property, a sum proportional to the value of their property thus separated, as compared with the assessed value of the whole Section; and should, in like manner, be required to pay to the Trustees of the Section to which they are attached, their proportion of the value of the School property of such Section."

"4th. That the Municipal Council of each Township should have authority to purchase from the Trustees thereof, at a valuation, the School property of each or any Section, and to hold or dispose of the same for the general benefit of the Schools of the Township."

County of Simcoe, South.—I inspected the Schools twice within the year, and at both visits I examined all the Classes in each School, generally concluding the inspection with a brief address, in which I principally sought to urge the importance of the following points, videlicet, 1st. Of a right method of instruction; 2nd. Of regular and punctual attendance; 3rd. Of strictly conforming to the prescribed Programme of Studies; 4th. Of maintaining good Order and Discipline.

The Schools are working steadily, and, as a general thing, are fairly meeting the educational requirements of their respective localities.

They are not indeed all that they ought to be; still, they are pretty well conducted; and there are none of them which has not exhibited evidence of progress, or improvement.

On my last round of inspection I met with very fair proficiency in the essential or fundamental subjects of popular education, namely, Reading, Spelling, Writing and Arithmetic; and I might likewise add, in Geography, English Grammar, History and some other branches of study.

There are a small number of Schools of which I can speak in warm terms of commendation. They are, indeed, remarkably good, and are imparting an education of a high order, the teaching in them being practical, efficient, accurate and thorough. Several of them are conducted by young men or women who were trained in the Normal School. Late observation has deepened in my mind the conviction, that the great thing now required, in order to make our noble School system practically complete, is just a full supply of well-trained Teachers; and I firmly believe that to establish and maintain two, or three, additional Normal Schools, would be one of the very best and most beneficial works which the Government or Legislature of Ontario could undertake, or accomplish.

Tried by the legal standard, there is not, I believe, in the whole Riding, one School House which is sufficiently large, properly ventilated, adequately furnished, and provided with all the requisite outdoor accommodations.

Fine new School Houses,—comfortable and commodious,—have been built during the Summer. Preparations are being made for the erection of a much larger number in the year 1873; and I have reason to believe that, during the same year, much labour and attention will be given to the enlarging or the improving of School Houses and of School Premises throughout the Riding.

County of Simcoe, North.—In the majority of cases I find Trustees unwilling to make any changes in the School Houses until they are condemned by me. When once condemned, however, they are generally very ready indeed to put up Houses of a superior class, many of the new ones being Brick. When I compare the present School Houses, with respect to Maps, etcetera, with a year ago, the change effected is most encouraging.

Comparatively few of the School Yards are yet fenced, preferring to have the Schools properly supplied with Desks, Maps, Apparatus, and other appliances for teaching before improving their appearance. I have only found four Schools with Shade Trees planted, and two of these owe their beauty to the exertions of one and the same Teacher. The fact is that until Trustees exhibit a more liberal spirit towards Teachers, and take more pains to acquaint themselves with the requirements of the new Law and Regulations, we cannot hope for any permanent change in the condition of our Schools, and as long as Teachers are as ill paid as at present they are. The Apparatus in the Schools has been, and still is, of the very scantiest description, and that, too, in spite of such comparatively large sums being spent in this direction during the past year. Now almost every School has a good set of Maps, and the other requisites must soon follow. I have found it a very good plan on visiting a School to make a memorandum in the Visitors' Book of the improvements to be made before next half-year, and then see on the next visit how many of the improvements have been made. When the Trustees know that this is done, they seem to be much more anxious to carry out instructions left. One fact which strikes one strangely with respect to the internal improvements of our Schools is that in the District of Muskoka, and other very new and poor places generally, the people and Trustees seem much more willing to improve their School than in older places.

We are now getting a number of trained Teachers among us. Of one thing I am convinced, the more Teachers we get from the Normal School, who have been trained there, the better off we are. I am strongly of opinion that a system of Pupil Teachers, somewhat similar to that in vogue in the Mother Country, might be advantageously employed in Canada, more especially in such districts as mine. It would, doubtless, pave the way to the employment of proper Assistant Teachers.

The rapid educational improvement of the Muskoka territory is due in a great measure to the liberality of the Department of Education in making Poor School Grants, a liberality which is fully felt and appreciated.

A general and very strong feeling in favour of Township Boards has sprung up throughout the Country. It is unquestionably the only right method of managing

the Schools in a Township, and should be generally followed. With regard to the new Programme, I may state, and I do so with considerable pleasure, that very few indeed of the Schools are now classified except according to the Programme, and the provisions with respect to Elementary Science in the fourth class are being generally followed in the Schools where a fourth class exists.

Finally, I can state fearlesly that the new Law is now looked on with almost universal favour, and that in nearly all its provisions it is calculated to effect changes and improvements of the most extensive and beneficial character.

County of Halton.—The following Table shows that increased accommodation is required in every Municipality of the County:—

	Nelson.	Trafalgar.	Esquesing.	Nassagaweya.	Georgetown.	Oakville.	Milton
Number of pupils for whom accommodation is provided.	1,064.	1,116.	1,151.	662.	300.	300.	150.
Number of pupils enrolled between 5 and 16 years.	1,185.	1,203.	1,688.	812.	324.	430.	288.

The Trustees, by laudable efforts, provided during the year increased accommodation for 1,160 Pupils.

In the Township of Nelson, during 1872, one concrete and three Brick School Houses were erected, at an average cost of over $2,000.

In the Township of Trafalgar four concrete School Houses were built, at an average cost of $1,575.

In Esquesing, since the passing of the new School Act, two new School Houses have been built, one Frame and one Brick. The Acton School has also been enlarged by the addition of another Stone front. Average cost of these, $1,115.

Nassagaweya has built one new School House of Stone. Cost, $1,400.

The School sites have been enlarged to half an acre in the following Sections:—Nos. 2 and 6, Nassagaweya; Nos. 7 and 8, Trafalgar; and No. 13, Nelson. No 8, Nelson, and Nos. 2 and 6, Esquesing, have obtained sites of one acre, and No. 11, Esquesing, a site of an acre and three-fourths. In the last four named Sections, new School Houses will be built during the present year, and probably also in Nos. 4, 6 and 17, Trafalgar. The Milton School House will probably be enlarged.

When the expenses incurred in building Out-houses, digging Wells, fencing Sites, and procuring new Desks and Seats, are added to the investments made in purchasing Sites and erecting School Houses, I think I may safely place the cost of improvements made by the Trustees in this County last year at $20,000. The sum actually paid by Trustees for School Houses and Sites was $13,154.21, and for Desks and Furniture, $1,500.

2. In the Schools of fifty-three out of the fifty-eight rural and civic Sections, the exercises of the day are preceded and followed by Religious Exercises, and in the Schools of forty-six Sections the Ten Commandments are regularly taught every week. Special Religious Instruction, moreover, is given by seventy-eight Sabbath Schools, being an increase during the year of eighteen. The number of Sabbath School Scholars numbers 4,019, and the staff of Teachers, 501. In these Sabbath Schools there are 57 Libraries, containing 11,316 Volumes.

3. It is gratifying to be able to report that seven Public School Libraries were established during the year, and that 600 volumes were added to those formerly in circulation. My conviction of the salutary results produced by Public School Libraries in diffusing knowledge throughout a Section, and in powerfully aiding in the direct work of the School, is very strong, and I rejoice that their number is increasing.

4. In all the municipalities but one the Teachers' Salaries were promptly paid at the close of the year. In Georgetown, Oakville, Milton and Esquesing, every Teacher had received his Salary before the transmission of the Trustees' Annual Report.

5. The increase in the average annual Salaries of the male and female Teachers during the year may be thus tabulated:—

	Nassagaweya.	Nelson.	Trafalgar.	Esquesing.
Average salary of Male Teachers in 1871.	$351 66	$364 54	$329 73	$349 64
Average salary of Male Teachers in 1872.	$365 83	$380 00	$375 41	$391 20
Average salary of Female Teachers in 1871.	$253 33	$230 00	$237 00	$191 00
Average salary of Female Teachers in 1871.	$308 33	$245 71	$247 50	$203 33

The average Salary of male Teachers in the rural Sections in 1871 was $348.89, and in 1872, $378.11; and of female Teachers in 1871, $228.12, and in 1872, $251.22.

6. On an average 109 Pupils were enrolled in each civic and rural Section during the year; but the daily average attendance for each Section was only 44.10, or a little over forty per cent. of the number of registered Pupils. Of the 109 Pupils 11 attended less than 20 days; 22 attended between 20 and 50 days; 30 between 50 and 100 days; 27 between 100 and 150 days; 16 between 150 and 200 days; and three in each Section, (on an average) attended throughout the year.

The existence of two evils is thus shown to be alarmingly prevalent, videlicet, irregularity of attendance and absenteeism for lengthened periods. The following Table will show a third, the early age at which the children are withdrawn from School.

During my second tour of inspection I found 2,427 Pupils present. The average attendance for the second half-year is nearly the same number, so that I consider the following Table a fair exposition of the state of our Schools in this County:—

	I. Class.		II. Class.		III. Class.		IV. Class.	
	No. of Pupils.	Av. age in years.	No. of Pupils.	Av. age in years.	No. of Pupils.	Av. age in years.	No. of Pupils.	Av. age in years.
Milton	62	7.01	40	9.95	14	11.80	16	13.12
Georgetown	58	7.45	41	9.90	12	11.09	20	11.95
Oakville	97	7.37	37	9.21	43	11.14	25	13.28
Nassagaweya	220	8.14	88	10.39	65	12.01	20	14.15
Nelson	222	6.94	90	10.01	74	11.51	34	14.23
Esquesing	369	7.73	157	10.29	84	11.66	48	12.85
Trafalgar	252	7.82	104	10.94	52	12.48	35	13.57
	1,280	7.60	557	10.26	344	11.74	198	13.33

7. During the year, I twice visited and examined the Classes in all the Schools and Departments, devoting, on an average, at each visit, four hours to each School and Department. The subjects on which the Pupils were examined on my first tour were Reading, Spelling, Defining, with Etymology, Arithmetic, Grammar, Geography and Composition. To these I added, at my second visit, Agricultural Chemistry. All the Classes but the first were subjected to a written examination in all subjects but the one first named. During my second tour, I followed the rule of giving the whole Examination Paper to the Class examined. Each School was thus tested by the same measure.

Regarding Reading as the most important subject of instruction in the Public School Course, after examining each class, (with one or two exceptions), twice, I have come to the conclusion that it is not well taught. It is mechanical. The pronunciation is, on the whole, correct; but intelligent emphasis and expression are in too many cases altogether wanting.

8. The re-organization of the Schools on the basis of the New Programme has been faithfully carried out, and the new subjects of Study are being rapidly introduced. I anticipate being able at the close of the year to report that all the subjects prescribed, except Drawing and Vocal Music in some Schools, have been introduced.

County of Wentworth.—The progress that has been made during the year, in providing ample School accommodation, is very satisfactory. Five new School Houses have been erected, and ample play-grounds provided. These School Houses are large, commodious and well fitted for the purposes of teaching, containing two Rooms, ample supplies of Blackboard, and are seated with double Desks and Seats. In each of these Sections an Acre of ground has been obtained, and this properly fenced and planted with Shade and Ornamental Trees and Shrubs, will make the School Houses and Grounds very attractive. Repairs, more or less extensive, as the case required, have been made in many of our School Houses. Old Seats and Desks have been replaced by new ones. Playgrounds, that were too small, have been enlarged, and a strong determination has been manifested, on the part of Trustees and the friends of popular education generally, to make our Public Schools more attractive and useful.

In accordance with instructions contained in a Circular to Inspectors on the subject of adequate School Accommodation, I have notified Trustees of their requirements, and anticipate that, before the close of the present year, we shall have provided, in nearly every School Section in the County, ample accommodation for all Pupils entitled by Law to attend our Public Schools.

The classification of Pupils, according to the New Programme, have been carried into effect, and our Schools are now classed according to that standard. The subjects prescribed for the first four classes are taught in all our Public Schools, with the exception, however, of Object Lessons, Agricultural Chemistry, Botany and Natural History. These subjects are taught in quite a number of Schools, but are omitted principally in those, which are under the charge of Teachers, who hold only Third Class County Certificates.

Of the method of teaching, I may say that I have observed a decided improvement. There is less hearing lessons and more teaching, less mechanical work and more intellectual culture, less cramming and more training, and less loading the memory with facts and definitions, and more disciplining the mind to think and reason. I hail, with pleasure, the proposal to establish County Teachers' Institutes, and feel confident that they will be productive of much good.

In the furnishing of Maps, Blackboards, and other School requisites, commendable progress has been made, and much done for the improvement of our Public Schools. The Salaries of Teachers have risen, and there is less desire on the part of Trustees to change Teachers. I feel, therefore, that I am fully justified, and have ample reason for saying that we have made greater progress in the cause of popular education, during the past year, than we have during any former year.

County of Brant.—In the matter of School Accommodation and Public School Libraries, etcetera, much remains to be done. In South Dumfries, there are four inferior School Houses. The remainder of the School Houses in this Township are a credit to the people of the Sections in which they are located. These are all Brick except one, (a neat Frame Building on the Governor's Road), sufficiently commodious and, generally, well ventilated. They are also well furnished with improved Seats and Desks, and one of them, in Section No. 11, is furnished with a well-lighted basement, and is heated with hot air. Many additional Trees have been planted since the date of my last Report, and the School Grounds will, in a few years, present a much improved appearance. In Brantford Township there are several School Houses,—five are of Brick, one of Stone, and the rest Frame, and Concrete. During the summer of 1872, a spacious Brick School House was erected in the Village of Newport,—the finest School Building in the Township. This has a basement paved with brick, and is supplied with hot-air furnaces. It is well furnished and ventilated. The supply of Maps and Apparatus is

satisfactory, and a small Library has been provided. New Brick School Houses are now in course of erection in the Villages of Cainsville and Langford. In the Township of Onondaga there is but one Brick School House, and that one poorly furnished. The rest are Frame, and do not afford sufficient accommodation. The School Houses in the small Township of Oakland are commodious buildings,—one Brick, the other Stone.

In Burford Township there is but one School House of Brick; that in the Village of Claremont being partly Frame; the remainder are Frame Buildings.

Both Trustees and people are beginning to understand the necessity of neat Play Grounds, with Ornamental and Shade Trees, and the æsthetic influence they exercise over the minds of the young.

There are nineteen Public School Libraries in the County, containing in all 1,288 Volumes.

There is now no scarcity of Teachers. Of the whole number employed during 1872, sixteen had attended the Normal School. Of these seven held First Class Certificates, and eight Second Class. At present there are eighteen Teachers employed in the rural Schools of the County who have attended the Normal School.

Early in the year a County Teachers' Convention was organized. This meets quarterly and is designed especially for the improvement and benefit of young Teachers.

More interest is manifested in educational matters than formerly, and the people generally are alive to the necessity for their improvement. They are beginning to realize the fact that a sound education is the best investment that can be made for the young, and the best guarantee for the future peace and prosperity of the Country.

County of Lincoln.—In my visits to the Schools of the County during the past year, I have observed with satisfaction indications of a very general desire among Teachers to improve themselves and the manner of conducting their Schools.

Of the seventy-seven Teachers employed, six held First Class Provincial Certificates, ten Second Class Provincial, twenty-seven Third Class from the new County Board, and eleven held interim Certificates, or "permits." Of the whole number only fourteen were ever Students at the Normal School. The meetings of our County Association, or Institute, are very fairly attended, although at considerable expense and inconvenience to each Teacher, and an earnest desire is shown at these meetings of observing the most approved methods of teaching and otherwise conducting a School efficiently.

On my first round of visits to the Schools of this County, I was agreeably surprised at the readiness with which Trustees generally admitted the necessity of improvement to their School Premises; but I have not in many cases found equal alacrity in taking active measures to remedy these defects.

I have felt it my duty in every Lecture I delivered, as well as in conversation with Trustees, to point out the evils of frequent changes of Teachers. It is very discouraging when, after the reorganization of a School, with great hopes of its being carried out efficiently by the Teacher, to find at the next visit another Master employed, and the labour to be gone over again; yet this has occurred again and again, and explains the very unsatisfactory account some Schools render of themselves in my book of Detailed Reports. The following Table will show the extent of those changes during 1872:—

Number of cases in which no change occurred	24
Number of cases in which one change occurred	29
Number of cases in which two changes occurred	21
Number of cases in which three changes occurred	3

Four new School Houses were erected in 1872. Of these, two have been furnished with Desks and Seats of polished Cherry. These seats are at once an ornament to the House and comfortable for those who have to use them so many hours every day. I hail this as an indication of a growing sentiment in favour of making our School Rooms pleasant places of resort to the children attending them, which I trust will extend rapidly to other Sections.

The most noticeable effect of the many additions made during the year to the supply of Maps and Apparatus in the different Schools is the facility for teaching classes of small children by means of Tablet Lessons, which previously were seldom used and almost unheard of.

County of Welland.—Improvements have been made during the year in regard to School Accommodations. New School Houses have been erected and old ones improved, new furniture supplied, and the Schools better furnished with Maps. Outside arrangements have also been put into better condition; Premises having been fenced, Wells dug, and Shade Trees planted.

I have suggested Township Boards of Trustees. This system I trust to see ultimately prevail, both because it is more equitable than the Section System, and because that under it, I have no doubt, our Schools would be conducted on a far better scale.

2. The Schools, as well as the accommodations, are in advance of where they were a year ago. The classification is better, and the subjects of Study are being taken up in the order prescribed. The instructions that "no Pupil is to be promoted to a higher class without being thoroughly acquainted with all the subjects taught in the lower classes" are being carried out.

In the subject of Reading, ease and expression are reached in our best Schools; but usually, the highest attainment is fluency. In Arithmetic thoroughness is of slow growth, and a want of it is yet too often evinced.

3. A large proportion of the Teachers in this County hold First Class old County Board Certificates, valid until cancelled by Law. But the holders of these Certificates are beginning to come up for Provincial Certificates under the new Act. It is gratifying to find Teachers aiming at the higher standard, and exerting themselves to attain to it.

The practice of Teachers preparing the lessons beforehand is becoming prevalent, and its advantages recognized. By preparing all the lessons for the next day, not only will his memory be refreshed and everything be at ready command, but new ways of interesting his Pupils in their Studies will occur to him; new ways of explaining a subject and making it clear to them, as well as interesting himself more in his work than if he omits it.

County of Haldimand.—During the year building operations have been going on in eighteen different Sections. Several handsome and commodious Buildings have been completed and are now being occupied. In no Section, in which a new Building was needed, have the people shown themselves to be behind the age.

Our Teachers generally admit that the present system of Teachers' Examinations is a great improvement upon the old; they agree too, in attributing to the Amendment Act of 1871 an almost universal rise of Salaries.

Gradually the New Programme is being worked up to. In the main it has been the means of reducing to some degree of method and conformity the labour of the School Room.

A Township Board, composed of intelligent and earnest men, who would make it a point to visit each School semi-annually, would be in my opinion quite an onward step.

County of Norfolk.—I am happy to report that during the year 1872 very gratifying progress has been observable in educational matters in this County, but to wholesale denunciations has succeeded a critical appreciation of what is good, and an intelligent perception of what is defective. The Law has led the people to think carefully about educational matters. If the legislation of 1871 had had no other effect than to stimulate Parents to inquire of themselves what kind of education their children really required, and how it would be best imparted, the benefit conferred would be immense.

A year ago I reported sixty-six Schools with wretched Sites or none. There are now forty-two Schools in this category. Many have erected Fences, or planted Shrubs, or made some important improvement in their School Sites.

Fourteen new and beautiful School Houses have this year been erected, four Brick, one Stone, and nine Frame. These structures are models of good taste. Every effort seems to have been put forth to secure the latest architectural improvements. The

Trustees have without emolument shown the greatest zeal in visiting even distant Schools of reputed excellence in order to obtain the best designs. They have also spent much time and energy in seeing the work properly performed. I am happy to say that there are now in the County fifty-two excellent School Houses (there being thirty-nine last year) . Large sums of money have been expended too in repairing. Some excellent Buildings, which had fallen into a discreditable state, have thus been rejuvenated. The Port Dover people have expended about $600 in beautiful furniture, painting, graining, etcetera, and have now a School House which might be thought elegant even in Toronto.

As you are probably aware, from the demand on the Depository, a large number of Schools have purchased or taken steps to purchase new sets of Maps. Philosophical Apparatus is very scarce, however, in this County.

As for Libraries, there are not six in active operation in the County. This sad fact is closely connected with the faulty system of teaching reading which has prevailed, and still prevails in many Schools.

In the quality of the instruction in the Schools generally there has been a marked improvement. In part this is attributable to the new Limit and Time Tables. The attempt to approach a high standard has been very beneficial. Another potent cause has been private study on the part of Teachers, the result of the higher standard for Certificates. Not only candidates for new Certificates, but also those Teachers who have been contemplating the possible recall of the old Certificates have been engaged in private study.

In the autumn of 1872 I addressed a Circular to the local papers advocating the formation of a Teachers' Association. I am happy to say that we have now a flourishing society, which promises to be very useful. The meetings are held on the last Saturday of every alternate month.

The question put by the Department, "What method of teaching is employed?" has sorely tried me. In over one-half the Schools there is no method, nor any knowledge of method. Three-fourths of the Candidates for Certificates at the County Board could not distinguish education from instruction. The old rote system, if it deserves the name of system, is by far the most prevalent. And so long as this is the case it matters but little what subjects are on the Limit Table. When Natural Science was put on the list it was expected that the slavery of "dismal verbalism" would be shaken off, and that things rather than words would be the subject of the Pupil's apprehension. But without competent Teachers Natural Science is not more effective as a means of education than Murray's Grammar and Walker's Dictionary. Even the Text Book on Chemistry, (simple and practical as it is), becomes in the hands of some of our Teachers but another means of crowding the memory with Græco-English words, void of meaning. Their Pupils prattle learnedly, but know nothing. They can recite pedantically concerning chemical affinity, the law of multiple proportion, or electrolysis, or what not, but fail to recognize Ammonia, or Sulphuretted Hydrogen, though held under their very noses. But there are one or two noble exceptions to this method of teaching Chemistry. In one School the Chemistry class resembles a hive of bees, so actively and intently is each member occupied in the toil of manufacture. With rude Apparatus, old bottles and jars and the make-shifts of ingenious necessity, these young Students at my last visit were really reading with their own eyes the great Book of Nature, their own hands performed the manipulations, their own eyes beheld the magic transformations, and their faces glowed with the enthusiasm which their successful pursuit after the hidden truth had engendered. These children find the study of the Text Book a delight, regarding it as a Guide Book through an enchanted land. In one or two other Schools I found Botany taught on similar common sense principles.

Loking now at the County of Norfolk as a whole, I am happy to report that the prospects of education are of a very assuring character. The true value of education is widely felt. I have lectured in several places, and have held conversational con-

ferences with Trustees and parents frequently, and from what I know of the actual inner life of the people of Norfolk, I am convinced that education is highly prized indeed, and that liberal support will be accorded to all measures tending to advance it, without regard to party or creed.

Report No. 2.—The influence of our seventeen Public School Libraries is of a highly beneficial character where the Libraries are properly managed.

County of Oxford.—The cause of popular education in this County gives indications of progress. Two obstacles stand in the way of more rapid advancement, resistance to proper classification of the Pupils, and the Local School Section System. The former is rapidly disappearing. All the Schools have been re-classified. Many Schools on the other hand have been admirably classified, and their Masters are reporting great satisfaction to all concerned as the result.

The success achieved by those Schools that have been properly classified, together with the approval manifested by intelligent Ratepayers is having an influence.

But one School is classified as excellent, and I wish to bear testimony here to the ability of the Teachers of a few other Schools, by saying it is no fault of theirs that their Schools are not placed in the highest rank, the cause being something over which they have no control.

In reference to the School marked excellent, the attendance is large,—too large,—but it is so well furnished with Apparatus and other School requisites, and so well managed, that it stands first in the County, notwithstanding its large attendance.

During the year seven new buildings have been erected, all, save one, of Brick. In other Sections various improvements have been made by repairs, building Fences and Outhouses, increasing the size of Yards, and supplying Maps, etcetera.

Notwithstanding many obstacles, I know the Schools have already been benefited by the new School Act and the Regulations.

County of Waterloo.—In this County, the requirements of the School Act and Regulations of 1871, now meet with all but universal approval of the people, in fact, for the last six or eight months I have heard no complaint except in one, or two, instances,—all competent to examine the way in which our Schools are now classified, freely admitting that the resulting advantages to primary education must indeed be very great.

It is also very gratifying to me to be able to report that the New Programme of Studies and Limit Table are becoming more and more popular every day. Our best Teacher took the lead in introducing them and in a short time nearly all others had "fallen into line." It is now not at all an uncommon thing to hear the strict observance of the Programme strongly advocated by Teachers, who, in the latter part of 1871, vehemently denounced it.

Besides the new buildings projected, a very fine Brick School House, large enough to accommodate two Teachers, will be erected during the ensuing summer in the Village of Winterbourne. In two Sections additions will be built to provide accommodations for assistant Teachers, and in three other Sections the present School Houses will be divided by partitions for the same purpose.

During the last year there were six (6) new School Houses erected,—four Brick, two Frame; two Churches, (Brick), purchased and fitted up; and one wing, (Brick), built for an Assistant.

Twenty-one (21) School lots were fenced in during the year. At the end of this year I expect to see nearly every School Ground in the County fenced in.

The School Grounds have been enlarged in twenty-two, (22), Sections during the year.

From the spirit now evinced by the people and the increasing interest taken in these matters by Trustees and Teachers, I am convinced that the time is not far distant when Sections will be found vying with one another in the very laudable work of laying out their Grounds and planting Shrubs and Shade Trees.

I am of opinion that we have Teachers and Schools in this County that will compare favourably with Schools, similarly circumstanced, in any part of the Province. At the end of this year I hope to be able to report a large number in the fifth class, and, before long, even an efficient sixth class.

I expect great results from the General or Class Register. Certainly, not the least of its many advantages will be the preventing of unscrupulous Teachers from representing their Schools as standing much higher than they really are.

In my visit I address the Pupils on their duties,—laying particular stress on habits of neatness and order,—and the great importance and advantages of a good education. I spent a good deal of time conferring with, and giving advice, to Teachers, by which I have reason to believe much good has been effected.

There are in this County but twelve (12) Public School Libraries, with 1,436 Volumes in them. Of these only 966 Volumes were taken out during the year.

There is a very fair supply of Maps throughout the County. Three or four Schools have some Apparatus; two-thirds have a Globe each, and, perhaps, an abacus.

The Schools in the Villages of Waterloo, (six Teachers), Preston, (four Teachers), and Hespeler, (three Teachers), are "Central Schools," each with a very efficient staff of Teachers under the supervision of an able and experienced Master. These institutions are at present in a highly satisfactory condition,—a credit alike to Teachers, Trustees and people. Any alteration or improvement I have suggested has met with the most hearty response, in fact, the Trustees spare no expense upon anything that will add to the comfort and convenience of the Pupils, and in return they have, as they deserve to have, good Schools.

The Public Schools in the Villages of Ayr, (four Teachers), and Elmira, (three Teachers), reported with the other rural Sections of the County, are in a high state of efficiency. My remarks in connection with the Schools of the Villages of Waterloo, etcetera, are also applicable to them,—eminently so to Ayr.

Teachers' Salaries here are from eight to ten per cent. higher this year than last year.

By the close of the summer holidays of this year, every Public School within this County, having a daily average attendance of about fifty-five or upwards, will have been provided with suitable accommodation for an Assistant Teacher.

There are but two Teachers' residences erected,—one in the Village of Waterloo, the other in School Section No. 20, North Dumfries Township,—both handsome brick cottages.

County of Wellington (*No. 1*).—In many of those Schools reported as not holding Quarterly Examinations, the Teachers inform me that they devote each Friday afternoon to review the whole of the week's work, and the last day of each quarter to review the work of the quarter; and although they notify Trustees and parents through the Scholars, of this Quarterly Examination, none attend.

I am happy to say that the Programme will be strictly observed in the Schools during 1873, in my division of the County.

I have pleasure in stating that in all the Sections,—two exceptions only, and these will build next year,—there is the required School Accommodation.

County of Wellington, (*No. 2*).—The provision of the Amended School Law respecting adequate School Accommodation, so judicious and equitable, I have endeavoured to get attended to.

Nine new School Houses have been built in my division in 1872,—two of Brick, (Arthur Village and Section 9, Maryborough), two of Stone, (Sections 2 and 8, West Garafraxa), four frame, (in Sections 3, Amaranth, 8, Arthur, 5, Luther, and the Separate School in Arthur Village), and one Concrete, (in Section 9, Minto).

Some of the Schools, (especially those in Arthur Village and Sections 2 and 8, West Garafraxa), are superior buildings with good enclosures and out-houses, and comfortably and conveniently seated. Steps have likewise been taken either with a view

to improving existing accommodation, providing new Site, or enlarging or enclosing ground, in Sections 4 and 7, Arthur, 9, West Garafraxa, 7, Minto, and Roman Catholic Separate Schools in Sections 11, Arthur and 12, Peel.

There are wells in connection with forty-five Schools, but forty-three are still without them. During the past season eight wells have been provided, and two more contracted for; but as many as eighteen wells were represented to me as being out of order.

Public Examinations were not held in fifty-four Schools; but only in thirty-five. Prizes are given in sixteen Schools. The Ten Commandments are recited regularly in thirty-two Schools; occasionally, in twenty-six; not at all, in twenty-four; reasons assigned, acquaintance of Scholars with them. The Scriptures and Prayer are used in sixty-five Schools; the Scriptures alone, in three; Prayer solely, in seventeen; and neither one nor other, in four Schools. Corporal punishment is occasionally resorted to in thirty-six Schools; very seldom, in thirty-seven; not at all, in thirteen; very often, in one; as little as possible, in two. Merit Cards from the Department are used only in three Schools; other Cards are used in nine Schools; and nothing of the sort in seventy-seven. As a test of acquirements, marks are given regularly in thirty-eight Schools, half of these both for recitation and conduct; given occasionally in fourteen, principally as a help in settling Prizes. Monthly Reports to parents are only given in three Schools; quarterly Reports, in one School; Honour Cards in another; and no Report in eighty-three Schools.

There is great need for the general introduction of some good work on education generally, as Teachers, for the most part, have scarcely read anything whatever, beyond what is got in the *Journal of Education*, and the circulation, by Teachers who have attended the Normal School, of notes taken there.

County of Grey, South.—I am happy to be able to report considerable and encouraging material progress in School Houses and furnishings, particularly in the western portion of the Riding.

Two neat and commodious Brick School Houses, (one a handsome two-story), several substantial Stone, and some respectable Frame buildings have been completed during the year; while a number of others have been more or less supplied with School requisites from the Department, much to the credit as well as the convenience of the promoters of them.

Most of the Libraries heretofore established have already done good service.

Were Township Boards of Trustees substituted for the present sectional arrangement, so that children might attend the Schools deemed most convenient, the attendance would be much increased, many local disputes might be avoided, or more easily adjusted, and in a number of cases the School business would be more satisfactorily and economically conducted.

County of Huron, North.—The supply of Maps in many of our Schools is entirely too meagre, and anything like a fair supply of Apparatus is the exception. School Libraries are few in number. There is just one Library that is really good, and I am glad to state that it is well read too.

I am of opinion that if Prizes were awarded more frequently the result would be beneficial. The Trustees and Teachers of those Schools where Prizes are regularly distributed, consider the result, in their own Schools, to be beneficial.

Ten new School Houses were erected during the past season. Preparations are being made for building quite a number during the coming season.

It is gratifying to know that, notwithstanding the existence of defects, we have quite a number of excellent Teachers and good Schools too.

As a general thing, there is an effort made by the Teachers to conform to the Regulations, although in many cases they have not succeeded to the extent of their own wishes.

With regard to School Grounds, I believe the Summer will leave no School Site with less than what the Law requires.

I believe that our Schools are progressing, and will continue to progress until our excellent Programme can be entirely carried out.

County of Huron, South.—During 1872 there have been built nine new School Houses, and one removed and fitted up in such a way as will cause an expenditure almost equal to a new one. The Township of Hay has done well in erecting five School Houses, the one at Zurich being probably the best rural section School House in the County. Of those built during the year three are Brick, five are Frame, and one Log.

During the present year I expect, from promises made by Trustees, that not less than sixteen new School Houses will be built.

The total number of School Lectures was fifty-five. I took as my subject "The new School Bill and Regulations," explained the several duties of Teachers, children and Parents, with respect to this, and dwelt most particularly on the necessity according to Law, of each Parent sending his children to School at least four months in the year, and also the benefit of following the Programme of Studies prescribed for the Public Schools. I believe these meetings have done much to remove many of the prejudices entertained against the present School Law, and at the same time awakened many to a sense of duty in respect to School matters.

There are reported 75 Sunday Schools, 509 Teachers, and 4,788 Sunday School Scholars.

In fifty-six Schools the Ten Commandments are taught weekly, and 75 Schools are opened and closed with reading the Scripture and Prayer.

Only nineteen Teachers have even attended a Normal School; five hold First Class Normal School Certificates; fourteen have Second Class Provincial Certificates; thirteen with First Class Old County Board Certificates; one with Second Class; fifty-two with Third Class New County Board Certificates, and six with Interim Certificates.

The total number of Libraries in Public Schools is thirty-eight; the number of Volumes, 2,816; 1,977 Volumes were taken out by 705 separate applicants. The number of Sunday School Libraries is forty-six, with 4,498 Volumes.

On my first visit to the Schools, I spent the early part of the day in examining the method of the Teacher in conducting the work of the School, and that in the afternoon, in the presence of the Parents who had been notified in the meantime, I proceeded to reorganize the Schools as required by th new Programme of Studies. On my second visit I found many of the Teachers doing very good work and adhering as strictly as possible to the Regulations in force under the new Act. These in all cases expressed great satisfaction with the fact that now they knew what was to be done, and, of course, that their work was more satisfactory to them. In all such cases very good progress was being made.

On my second tour in 1872 I introduced a System of Examination new to a large majority of the Schools. I mean a written examination in all classes. I determined to put all Schools to a test in a practical way. I had sets of questions printed, taking only the most important subjects at first, videlicet:—Spelling and Etymology, Grammar, Geography, Arithmetic and Composition; to these of course were added Reading and Writing.

After a thorough written examination in every School, I am compelled to say that on the whole I found the Schools much below my expectations. Some Schools did very well, others did fair work, but the great majority are not doing the work that should be done. Why is this? Teachers have not been thorough enough in laying the foundations while Pupils are in the First Book. It has been hurry on, quantity, not quality, considered. While I speak thus, in justice to a very large number of Teachers, I am bound to bear very willing testimony to the very great ability and perseverance shown in the performance of their work.

The Geography as a rule was wretchedly bad in Junior Classes, and even in Senior Classes. The most absurd definitions were given, and apparently with the consent of the Teacher who thought all was right when the following definition of Equator was written:—"The Equator is a line passing through the centre of the earth!"

The following question was given to Boys and Girls in the Junior and Third Reading Classes:—

Write down the name of the Township and County in which you live.

In answer to the question I received a great variety of answers. Fully fifty per cent. of the Pupils did not answer the question fully, and sometimes not a single Scholar in the class could tell in what Township he lived.

In regard to Writing, in one School I found only one copy book. In many instances I found that Teachers paid no attention to Writing, allowed Pupils to write or not write, as they pleased.

Through the kindness of Mr. William Young, fifty dollars' worth of Books were to be distributed as Prizes among the Schools of the Township. At a meeting of Teachers it was resolved to hold a competitive examination some time during the month of December. The result was most satisfactory, the children and Teachers, and I may say the Parents, were all stimulated to do their utmost. It has created an interest in School work that must bear good fruit. I trust that during the present year such friendly gatherings will take place in each Township, as I am confident such meetings afford a healthy stimulant to all concerned.

I proposed embodying in my Report a strong recommendation in favour of establishing Township Boards of Trustees, and giving full particulars as to the working of such in other Counties, but I shall only give the following as among the many benefits to be railized by abandoning the present School Section System:—

1. It would secure just as many Schools as the necessities of the community demanded, each being an integral part of one central organization, and adapted to the wants of each individual.

2. It would dispense with a large number of School Officers.

3.It would establish a uniform rate of Taxation.

4. It would furnish more uniform and equal advantages and privileges to every citizen

5. It would allow the child to attend School where his own interests would be best conserved, with no restraint save what the general interests might require.

6. It would prevent strife about district lines.

7. It would diminish the aggregate Expenditure for Schools.

8. It would secure a more efficient system of School inspection and supervision

9. It would secure permanency of supervision.

10. It would secure a greater permanency of Teachers.

11. It would secure a better class of Teachers.

12. It would secure a better compensation to competent Teachers, and less employment for incompetent ones

13. It will secure better School Houses.

14. It will secure greater facilities to Teachers for reference and illustration.

15. It will ensure Schools in every district, and prevent a bare majority from depriving a respectable minority of School privileges.

16. It will tend to diminish neighbourhood quarrels.

17. It would ensure the employment of fewer Nephews and Nieces, Sisters and Sisters-in-law.

18. It would insure a larger aggregate of interest on the part of the community in each School.

19. It would render possible Competitive Examinations.

County of Kent.—In two instances a disposition was manifested to disregard the "New Regulations" and "Programme of Studies," to do without the Government and Municipal Grants, and to support a private School, but after some explanations on my part the Regulation did not appear to be quite so arbitrary or unnecessary.

Many have said, "I am glad there is a prospect of having things about our Schools better done," or words to that effect. Our new School Houses are more commodious

and more comfortably seated than those built prior to 1871, but there are only a few that have Shade Trees near them.

The teaching on the whole is more thorough, especially in the meaning of words, and on the subjects of the Reading Lessons.

Public School Library Books are scarcely asked for, while the Sabbath School Library Books appear to be in demand. I think this is owing to the constant accession of new Books to the latter, while the former do not appear to have had any new Books since they were first established.

County of Lambton, East.—In regard to the Studies pursued in our Public Schools, I have to report that a great amount of work has to be done in the rudimentary branches, before the whole Programme laid down by the Council of Public Instruction can with safety and profit be taken up. My own aim has been to secure a much higher degree of efficiency in Reading, Writing, Arithmetic, Geography and Grammar, before occupying much time with other branches. In rural districts a great many of the Pupils leave School at a very early age, and this, together with their irregularity when professedly at School, keeps them very far behind.

County of Lambton, West.—I have lectured in all the School Houses in my Division with only two or three exceptions. I have called particular attention to those matters in regard to which I considered the people either indifferent, or negligent, and endeavoured, while being instructive, to be as practical as possible.

In the instructions to Inspectors it is enjoined that the "Programme of Studies" drawn up by the Council of Public Instruction shall be strictly followed, "nor shall any subject in the Course be omitted." In endeavouring to carry out this part of my instructions I have encountered obstacles which, in the interest of many of the Pupils attending our rural Schools are absolutely insuperable. A great many Pupils attend School but a short time during the year, and that for the purpose of taking up certain studies which they deem of pressing necessity; and neither Parents nor Trustees are willing to have the time of such Pupils occupied except in those studies. I do not wish to be understood as finding fault with the Programme. On the whole its design is good and something of a similar kind, has long been required in our Public Schools. Some alterations might be made which, while keeping the whole scheme intact would render it more convenient, and I think also more popular. Instead of dividing the Schools into six forms or classes, as is now the case, if the Reading Books were adopted as the basis of classification, and the School accordingly divided into five classes, the Teacher would have a more definite line of division, and could, therefore, secure a more ready compliance. The Pupils would also feel that in order to be promoted to a more advanced Reader, a certain efficiency in other branches was necessary, and their anxiety to procure this promotion would act as a stimulus to exertion. To subdivide a class of this size is to multiply the labours of the Teachers, and prevents that emulation and enthusiasm so desirable in Public School work. In my experience of the working of the "Programme" I believe the changes above referred to would be at once popular and beneficial, and remove many causes of annoyance arising out of my attempts to secure anything like a reasonable compliance with the requirements of the School Act. By this change the amount of labour required need not be at all diminished.

The greatest defect in the "Method of Instruction" adopted by the majority of Teachers is the purely routine character of the work. They enter but little, and in many cases none at all, into the philosophy of the subject. If an answer is given to a question in the words of the Book, it is all that is required. There is no attempt at ascertaining whether the Scholar understands the scope of the answer. In fact some Teachers seem to prefer this sort of answering,—the result being that such Scholars utterly fail when examined beyond the merest routine. I find this defect particularly common in Grammar, Geography and Arithmetic. Scholars who have gone through Etymology are often unable to give the reason for the simplest proposition. All they

know is that it is so, because the Book says so. Similarly with Arithmetic and Geography; many can tell the shape of the earth, but few can give the reasons for their belief.

The "Tone and Spirit" of the Schools, is as follows:—Excellent, 11; good, 25; fair, 15; middling, 10; inferior, 1.

The "State of Discipline" is as follows:—Excellent, 11; good, 33; fair, 9; middling, 6; inferior, 3. The number of Teachers who have read some work on the profession is 29; those who have not read any, 36.

In concluding my Report, permit me to acknowledge my indebtedness to you, sir, as the Head of the Education Department, for your courtesy and promptness in attending to all matters requiring your assistance. I trust that you may long be spared to assist the cause of popular Education in this Province, and by your matured experience to direct a work that has already accomplished so much for the social and moral elevation of the people.

County of Essex, North.—I am happy to state that sixteen new Schools were built; fourteen of which are good Frame structures, with large and well-ventilated Rooms. Most of them have lobbies, and four of them have two Rooms, in order to have two Teachers. Two of the Schools are Log; they have been built by Coloured people, in a Coloured School Section; it is as much as they could do. Sandwich East built six new School Houses; Anderdon, one, (Coloured); Maidstone, three; Rocherster, five; Tilbury West, one. Besides these sixteen new buildings, five others are now in course of construction, and all of them have nice and well-fenced Lots. Seven School Sections, which had School Houses, fenced their Sites. All this, I think, is sufficient to show you how well the Regulations in regard to School Buildings have worked, and that, without any opposition from the people; on the contrary, every one seemed to be anxious to have a fine School House.

Several Sections furnished Text Books and Stationery to the children. The Township of Tilbury West is remarkable in this respect. This method has a very good effect.

We have only a few Teachers who attended the Normal School. Some of our old Teachers are doing very well and render great services to Education in this County; but many others are very deficient in School management. This shows the necessity of having a Normal School in the extreme West, and a Teachers' Institute in every County.

The Town of Sandwich is remarkable for its School Houses and Sites. Four or five years ago two nice Brick buildings were erected on beautiful spots, over an acre each and neatly fenced; one for the use of the French population, and the other for the English. These Schools, which are kept by First Class Teachers, have two departments each, and are equally supported by the Town, along with a Coloured School. For a small municipality, I can say Sandwich is ahead of many other Towns.

The Separate School at Amherstburg, which is also under my supervision, is doing very well. The Sisters have a splendid Convent in this Town, where they keep two junior departments of the Separate School, the management leaves nothing to be desired. The senior department of the same School is kept by a male Teacher, and is also doing well.

County of Essex, South.—A School Museum appears to be a proper accompaniment of the prescribed exercise of Object Lessons. I am sorry to say that we have no Museum in these Townships, and that Object Lessons have been too much neglected in a large majority of the Schools, the excuse being that there is no time for them. In the Reading classes a large portion of the time for recitation is wasted in correcting blunders, to the neglect of questioning and explanation. In some cases it has been stated by the Teachers, as an excuse for neglecting Object Lessons, that no Objects had been provided for the School. This is an example of the mechanical routine spirit, which was probably the rule in the Schools in which almost all of our Teachers received the whole of their education.

Colchester is the only Township of the four which possesses a Public Library, and the only Public School Library is in a remote poor Section in the Township of Gosfield.

The influence in both cases cannot be otherwise than good. Every hour thus spent, especially by young people, is so much gained in mental culture, and in that self-respect which is a valuable guard against loose conduct.

County of Lanark.—It was a wise provision of our Legislature to enact a Law compelling every child, within certain ages, to be sent to School for at least a portion of every year; but it is much to be regretted that this wholesome legislation has not yet taken a firm hold of the people.

Th radical changes intended to be produced by the School Law which came into force in February, 1871, are gradually being developed in this County, and evidences are not uncommon of an increased vitality in School affairs. Yet there are many drawbacks to advancement, and paramount among all is the unfitness, so commonly to be found, of the men selected to administer the School affairs of the Section. With the experience that I have had in this matter in my contact with many Trustees of rural Sections, and with a knowledge of the many evils resulting from the Sectional System altogether, I welcome with delight the prospect of the projected Township Board System.

The substitution of Township Boards of Trustees for Trustees of Sections is being universally discussed now, as the one thing useful to give the required impetus to the cause of Education; and it is one amendment to the School Law which will engage the attention of our Local Legislature during its present Session. Without presenting to your notice the numerous and incontrovertible arguments in favour of this projected system, allow me to lay before you somewhat succinctly the disadvantages of the present Sectional, and the advantages of the Township Board, System.

1. It encourages badly-divided Sections,—many being too small to maintain a good School, and the School House not being located in a central position.

2. It does not offer a proper supervision of the Schools on the part of the Trustees.

3. It results in Teachers being engaged frequently through some local influence, on account of some family connection, or from the fact that they reside in the Section, and consequently can be engaged at a cheaper rate.

4. The small and poor Sections are an excuse for the employment of cheap and unqualified Teachers, and for not furnishing the adequate School Accommodation which the Law requires.

5. Many Sections are left without Schools.

6. Some residents cannot send their children to any School.

7. The Section system results in a constant change of Teachers, to the great injury of the Schools.

One prominent feature in the new School Law is that which insists upon every Trustee Corporation providing adequate accommodation for all the children of School age resident within its Section or Division. There is great necessity for putting this Law into force in this as in most Counties. I am now able to report a considerable advance in this respect. Ten School Houses, most of them Stone and Frame, are either in course of construction or will be during this year; many others have been repaired and made more habitable, while in other instances land has been purchased for Play Grounds, and Out-buildings erected.

Two examinations for granting Certificates to Public School Teachers have been held during the year,—in the months of July and December last. At these eighty-three Candidates presented themselves, of whom forty-five succeeded in obtaining regular Certificates; three Second Class, and forty-two, Third Class. This number, together with seventy-seven certificates granted in 1871, fifteen old certificates, good until annulled; and four Normal School Certificates, make a total of one hundred and forty-one regularly qualified Teachers,—a number more than sufficient to fill all our Schools. While we can congratulate ourselves on numbers,—and in this respect we are in advance of many other Counties,—yet I cannot close my eyes to the fact that many of those who have succeeded in obtaining Third Class Certificates have proved themselves to be unsuccessful as Teachers, and it would be well, I think, if there were a Regulation render-

ing it imperative for Trustees to obtain the sanction of the County Inspector before engaging a Teacher holding a Certificate of the lowest grade. I know instances where Trustees, having applications from Teachers holding Second Class Certificates and First Class until annulled under the old system, have, nevertheless, engaged those holding Third Class, and that, too, in Sections where they knew that the children were well advanced, and where they had been in the habit of engaging a superior Teacher. For $50 or a $100 a year they sacrifice their best interests, and for "hiring a cheap Teacher," they are set down as benefactors! of the community.

Two examinations for admission of Pupils to High Schools were held during the year, at which ninety-five Pupils were admitted to pursue the Course of Study afforded by these Institutions. Care has been taken in these examinations to admit those only who were prepared to go on with the High School work, particularly as in the system about to be adopted of "payment by results," not only the average attendance, but the absolute standing, or state of efficiency of the Schools, will be taken into consideration. The High School Inspectors have already been preparing the way for this system.

During the past year I delivered sixty regular Lectures, to audiences varying from half-a-dozen to one hundred and fifty. Besides these formal Lectures, I have on all occasions endeavoured to make my visits to the Schools both interesting and profitable to the children, the Teachers and the Trustees, by addressing them words of instruction, encouragement and advice.

The Public Examination of children in the presence of their Parents and friends is a regulation much to be commended, and one which I am happy to say seems to be on the increase. I had the pleasure during the year past of attending several such exhibitions, and was delighted to find the interest evinced by young and old on this School field-day. Half-yearly gatherings of this nature, consisting of the examination of the classes in the different subjects of instruction; the presentation of the Prizes gained during the Term, and granted according to some thorough and well-defined system of marks, or what is better, according to the Departmental system of "Merit Cards;" recitations, addresses, and it may be a feast to the children, cannot but be attended with results at the same time stimulating to those struggling up the hill of learning, and pleasing and encouraging to all. I trust Public Examinations of Schools, thus conducted, will be found on the increase.

The principal defects that I observed in my first visits to the Schools were (1) a want of a system of classification, and (2) a lack of a thorough and intellectual mode of imparting knowledge. A judicious use of the excellent Programme of Studies authorized by the Council of Public Instruction, and the habit of simple and familiar questioning combined with lessons on common objects, have already had the happy effect of making a great improvement in the defects above noticed.

No subject has so much engaged the time and attention of Teachers, or been more pressed upon them by Parents, than Reading; yet there is no subject that I have found so little taught. There is a vast difference between hearing a class read a lesson, and teaching them how to read it; between telling them that they are wrong, and showing them how to do right.

Generally speaking, Writing is not commenced with children at as early a period as it should be. In consequence I have frequently found those reading in the Third Book, and occasionally some as far advanced as the Fourth, incapable of writing the simplest sentence either on slates or in copy books. The system that puts the pencil into the child's hand as soon as he has learned the alphabet, and combines a writing lesson with every reading lesson, is one which I have always found attended with the most beneficial results.

There is a lamentable want of the practical in teaching Arithmetic. The Text Book is too much adhered to, is in fact considered as indispensable, and when Pupils are taken out of the ordinary course of its rules and formulæ, they have nothing upon which to depend. I have frequently found those who had worked through all the rules in an advanced Arithmetic, and who were dubbed by the admiring Teacher and Parent

as "smart at figures," effectually puzzled at solving the question, "what part of a dollar is 1s. 8d., (one shilling and eight pence);" and appealing to me in an injured tone that "they had never done sums of that kind."

If the Grammar lesson does not teach the Pupil to "speak and write the English language with propriety," it is certainly not fulfilling the object for which it was designed. Passing over the gross grammatical inaccuracies, which, in spoken and written language, so commonly occur to us, coming from the lips or the pen of those whose education in their youth has been neglected, how often do we find the grammarian so called, the educated, as he would style himself, yes and the educator, making little or no application of the laws of language in the regulation of his speech. It has often struck me as a gross absurdity,—and the conclusion has been forced upon me by the frequency of its occurrence,—to find one endeavouring to impress with all earnestness, upon the wondering Pupils, the intricacies of Grammar, and at the same time outrageously violating its simplest rules and expressions.

In July last I called together the Teachers of the County to attend a preliminary Meeting for the purpose of taking into consideration the propriety of forming an Association. They cordially embraced my views on this subject, and the organization of the Society was proceeded with at once. It has for its object the discussion of the best methods of teaching different subjects; reading Papers for the information and instruction of the Members; to offer subjects for discussion; and general interchange of opinion. We have already held three regular quarterly Meetings, which have been well attended and interesting and profitable.

CHAPTER II.

Attendance and Financial Exhibit of the Educational Institutions of Ontario, 1871, 1872.

Municipalities	Public Schools.			High Schools.			Other Institutions.			Grand Total.			Balance unexpended.	Total amount available for Educational purposes.
	Number of Public Schools	Number of Public School Pupils.	Amount expended for Public School purposes.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions.	Total number of Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Educational purposes.		
			$ cts.			$ cts.			$ cts.			$ cts.	$ cts.	$ cts.
Glengarry	73	5,121	13,332 05	2	92	1,806 83	3	116	1,478 00	78	5,329	16,616 88	2,951 63	19,568 51
Stormont	73	5,173	16,037 55	1	41	764 48	1	110	196 00	75	5,324	16,998 03	1,761 39	18,759 42
Dundas	81	5,618	19,363 91	2	168	2,254 77	....	.....	.....	83	5,786	21,618 68	1,781 29	23,399 97
Prescott	72	4,299	12,848 71	2	76	2,084 15	....	.....	.....	74	4,375	14,932 86	2,099 49	17,032 35
Russell	36	2,263	8,758 32	1	26	389 65	....	.....	.....	37	2,289	9,147 97	1,743 49	10,891 46
Carleton	118	8,695	39,263 78	1	30	598 00	4	55	500 00	123	8,780	40,361 78	5,424 09	45,785 87
Grenville	87	6,361	22,959 57	2	124	2,084 15	3	22	218 00	92	6,507	25,261 72	3,039 58	28,301 30
Leeds	155	9,706	42,656 65	3	236	4,748 11	2	36	650 00	160	9,978	48,054 76	5,618 47	53,673 23
Lanark	120	8,749	38,156 99	5	250	5,738 80	2	16	217 00	127	9,015	44,112 79	6,587 74	50,700 53
Renfrew	111	7,030	29,339 95	3	104	2,898 33	2	25	186 00	116	7,159	32,424 28	4,174 42	36,598 70
Frontenac	124	6,964	27,470 49	....	.....	.....	2	12	125 00	126	6,976	27,695 49	4,522 86	32,218 35
Lennox & Addington	108	7,465	44,169 30	2	244	6,784 95	3	118	226 00	113	7,827	51,180 25	4,283 30	55,463 55
Prince Edward	82	5,551	30,314 74	1	104	3,936 08	2	60	418 00	85	5,715	34,668 82	4,853 70	39,522 52
Hastings	156	12,901	59,169 59	3	201	3,270 66	7	165	25,000 00	166	13,267	87,440 28	10,975 89	98,416 17
Northumberland	111	10,362	49,582 97	3	307	6,915 12	13	300	35,000 00	127	10,969	91,508 07	8,187 70	99,695 77
Durham	105	10,846	58,273 97	3	260	7,465 12	5	80	1,800 00	113	11,186	67,539 09	7,882 35	75,421 44
Peterborough	100	7,604	33,532 60	2	284	5,654 64	5	65	426 00	107	7,953	39,613 24	6,918 76	46,532 00
Victoria	117	9,370	42,770 54	3	176	3,146 33	1	18	618 00	121	9,564	46,534 87	7,939 34	54,474 21
Ontario	123	14,432	59,357 58	5	413	11,084 53	7	118	970 00	135	14,963	71,412 11	7,013 92	78,426 03
York	156	17,677	98,074 20	4	207	6,445 01	13	389	2,913 00	173	18,273	107,432 21	13,490 86	120,923 07
Peel	78	7,810	37,270 94	2	128	2,565 52	5	36	198 00	85	7,974	40,034 46	4,894 73	44,929 19
Simcoe	186	18,053	71,269 20	3	153	4,108 01	4	91	296 00	193	18,297	75,673 21	7,981 30	83,654 51
Halton	61	6,460	43,686 38	2	100	2,055 73	4	110	302 00	67	6,670	46,044 11	6,229 73	52,273 84
Wentworth	78	8,806	48,791 51	2	170	3,133 48	5	125	1,016 00	85	9,101	52,940 99	4,940 18	57,881 17

Brant	70	8,168	43,061 61	4	243	8,674 63	9	300	1,582 00	83	8,711	53,318 24	3,880 97	57,199 21
Lincoln	80	7,495	51,273 73	5	476	13,795 98	3	110	906 00	88	8,081	65,975 71	6,843 76	72,819 47
Welland	87	7,204	36,193 01	4	202	4,705 20	1	95	128 00	92	7,501	41,026 21	9,371 49	50,397 70
Haldimand	82	7,004	34,795 38	3	168	11,929 06	2	66	154 00	87	7,238	46,878 44	5,771 56	52,650 00
Norfolk	104	9,646	40,970 06	3	166	3,040 90	2	125	116 00	109	9,937	44,026 96	6,215 74	50,242 70
Oxford	122	13,815	81,055 28	2	149	3,844 02	11	245	6,000 00	135	14,209	90,899 30	10,677 82	101,577 12
Waterloo	95	11,777	66,545 29	2	308	6,799 86	3	190	227 00	100	12,275	73,572 15	12,503 17	86,075 32
Wellington	163	18,562	88,621 19	4	210	5,204 56	14	320	1,956 00	181	19,092	95,781 75	10,463 98	106,245 73
Grey	210	19,680	78,317 55	1	150	1,980 00	8	120	510 00	219	19,950	80,807 55	9,261 25	90,068 80
Perth	114	14,301	63,942 23	2	209	3,002 58	5	75	1,116 00	121	14,585	68,060 81	8,020 12	76,080 93
Huron	182	22,770	102,553 09	2	131	3,137 39	11	165	505 00	195	23,066	106,195 48	8,866 85	115,062 33
Bruce	136	15,013	60,920 09	2	88	1,543 21	3	120	190 00	141	15,221	62,653 30	7,791 12	70,444 42
Middlesex	195	18,913	109,081 90	3	148	2,136 18	7	225	2,010 00	205	19,286	113,228 08	11,652 24	124,880 32
Elgin	101	9,671	51,012 80	2	182	2,755 41	2	96	165 00	105	9,949	53,933 21	5,006 65	58,939 86
Kent	113	11,744	61,111 44	1	90	1,687 03	5	138	218 00	119	11,972	63,016 47	16,100 61	79,117 08
Lambton	127	11,770	71,058 64	1	86	1,614 23	8	210	520 00	136	12,066	73,192 87	6,225 76	79,418 63
Essex	95	9,051	58,791 07	1	76	900 00	6	220	4,496 00	102	9,347	64,187 07	11,564 30	75,751 37
Districts	4	403	2,302 30	....	.....	.....	....	.....	.....	4	403	2,302 30	531 66	2,833 96
Toronto	21	12,279	67,913 94	1	194	23,584 21	39	2,274	115,200 00	61	14,747	206,698 15	19,084 40	225,782 55
Hamilton	17	6,201	39,584 32	1	230	6,407 47	11	470	18,500 00	29	6,901	64,491 79	1,649 52	66,141 31
Kingston	11	3,066	22,481 19	1	120	3,826 76	10	530	28,800 00	22	3,716	45,107 95	1,577 87	46,685 82
London	11	4,512	16,243 34	1	350	4,232 35	3	445	32,500 00	15	5,307	52,975 69	7,226 15	60,201 84
Ottawa	10	4,301	23,073 17	1	98	5,271 71	18	764	20,000 00	29	5,163	48,344 88	20,586 76	68,931 64
Normal and Model Schools	.....	.....	.....	....	.....	.....	3	800	26,292 93	3	800	26,292 93	.....	26,292 93
High School Inspection	.....	.....	.....	....	.....	4,000 00	....	.....	.....	.....	.....	4,000 00	.....	4,000 00
Public School Inspection	.....	.....	51,339 15	....	.....	.....	....	.....	.....	.....	.....	51,339 15	.....	51,339 15
Superannuated T'chrs	.....	.....	11,944 77	....	.....	.....	....	.....	.....	.....	.....	11,944 77	.....	11,944 77
London Lunatic Asylum	.....	.....	.....	....	.....	.....	....	.....	727 64	.....	.....	727 64	.....	727 64
Grand Total, 1872	4,661	454,662	2,270,648 03	104	7,968	214,005 20	277	10,170	335,572 57	5,042	472,800	2,820,225 80	336,169 96	3,156,395 76
Grand Total, 1871	4,598	446,326	1,814,821 86	102	7,490	155,880 49	304	9,241	326,991 70	5,004	463,057	2,297,694 05	331,876 11	2,629,570 16
Increase	63	8,336	455,826 17	2	478	58,124 71	....	929	8,580 87	38	9,743	522,531 75	4,293 85	526,825 60
Decrease	.....	.....	.....	....	.....	.....	27	.....	.....	.....	.....	.....	.....	.....

NOTE.—Towns and Villages are included in their respective Counties.

OTHER EDUCATIONAL INSTITUTIONS OF ONTARIO, NOT INCLUDED IN THE PREVIOUS TABLE.

Totals.	Colleges.				Academies and Private Schools.					Total.		
	Number of Colleges.	Number of Students.	Annual Income or Legislative Aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total number of Colleges, Academies. & Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legislative Aid.
			$ cts.	$ cts.					$ cts.			$ cts.
Total in Counties					87	1,427	9	97	8,272 00	87	1,427	8,272 00
Total in Cities	11	2,000	115,000 00	45,000 00	70	2,500	11	150	55,000 00	81	4,500	215,000 00
Total in Towns	5	700	45,000 00	12,000 00	76	2,223	11	119	23,730 00	81	2,923	80,730 00
Total in Villages					25	520	11	40	4,550 00	25	520	4,550 00
Grand Total, 1872	16	2,700	160,000 00	57,000 00	258	6,670	11	406	91,552 00	274	9,370	308,552 00
Grand Total, 1871	16	1,930	159,000 00	53,000 00	285	6,511	11	392	90,762 00	301	8,441	302,762 00
Increase		770	1,000 00	4,000 00		159		14	790 00		929	5,790 00
Decrease					27					27		

CHAPTER III.

A GENERAL STATISTICAL ABSTRACT, EXHIBITING THE COMPARATIVE STATE AND PROGRESS OF EDUCATION IN ONTARIO, AS CONNECTED WITH UNIVERSITIES, COLLEGES, ACADEMIES, PRIVATE, HIGH, PUBLIC, NORMAL AND MODEL SCHOOLS, FROM THE YEAR 1842 TO 1872 INCLUSIVE.

Number.	Subjects compared.	1842.	1843.	1844.	1845.	1846.	1847.	1848.
1	Population of Ontario	486,055						
2	Population between the ages of five and sixteen years	141,143		183,533	202,913	204,580	230,975	241,102
3	Universities and Colleges in operation	5		5	5	5	6	6
4	County High Schools and Collegiate Institutes	25		25	31	32	32	33
5	Academies and Private Schools reported	44		60	65	80	96	117
6	Normal and Model Schools for Ontario						2	2
7	Total Public Schools in operation as reported	1,721		2,610	2,736	2,589	2,727	2,800
8	Total Roman Catholic Separate Schools							
9	Free Schools reported in Operation (included in Number 7 above)	No Reports		No Reports	No Reports	No Reports	No Reports	No Reports
10	Grand Total Educational Establishments in operation in Ontario	1,795		2,700	2,837	2,706	2,863	2,958
11	Total Students attending Colleges and Universities	No Reports		No Reports	No Reports	No Reports	700	740
12	Total Pupils attending County High Schools	"		"	"	"	1,000	1,115
13	Total Pupils attending Academies and Private Schools	"		"	"	"	1,831	2,345
14	Total Students and Pupils attending Normal and Model Schools for Ontario	"		"	"	"		256
15	Total Pupils attending the Public Schools of Ontario	65,978		96,756	110,002	101,912	124,829	130,729
16	Total Pupils attending the Roman Catholic Separate Schools							
17	Grand Total, Students and Pupils attending Universities, Colleges, Academies, High, Private, Normal, Model and Public Schools	65,978		96,756	110,002	101,912	128,360	135,195
18	Total amount paid for the Salaries of Public and Separate School Teachers in Ontario	$166,000		$206,856	$286,056	$271,624	$310,396	$344,276
19	Total amount paid for the erection or repairs of Public and Separate School Houses, and for Libraries and Apparatus Books, Fuel, Stationery	No Reports		No Reports	No Reports	No Reports	No Reports	No Reports
20	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus	"	No Reports for this year were received in consequence of a change in the School Law.	"	"	"	"	"

A GENERAL STATISTICAL ABSTRACT, EXHIBITING THE COMPARATIVE STATE AND PROGRESS OF EDUCATION IN ONTARIO, ETC.—*Continued.*

Number.	Subjects compared.	1842.	1843.	1844.	1845.	1846.	1847.	1848.
21	Total amount paid for High School Masters' Salaries	No Reports	No reports for this year were received in consequence of a change in the School Law.	No Reports	No Reports	No Reports	No Reports	No Reports
22	Total amount paid for erection or repairs of High School Houses	"		"	"	"	"	"
23	Amount received for other Educational Institutions, etcetera	"		"	"	"	"	"
24	Grand Total paid for Educational purposes in Ontario	"		"	"	"	"	"
25	Total Public School Teachers in Ontario	.....		.....	2,860	2,925	3,028	3,177
26	Total Male School Teachers in Ontario	.....		.....	.....	.....	2,365	2,507
27	Total Female School Teachers in Ontario	.....		.....	.....	.....	663	670
28	Average number of months each Public School has been kept open by a qualified Teacher, including legal holidays	.....		7¾	8	8½	8½	9

A GENERAL STATISTICAL ABSTRACT, EXHIBITING THE COMPARATIVE STATE AND PROGRESS OF EDUCATION IN ONTARIO, ETC.—*Continued.*

Number.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.
1	.....	.....	950,551	.....	.....	.....	.....	.....	.....	.....	.....
2	253,364	259,258	258,607	262,755	268,957	277,912	297,623	311,316	324,888	360,578	362,085
3	7	7	7	8	8	9	10	12	12	12	13
4	39	57	54	60	64	65	64	61	72	75	81
5	157	224	175	181	186	206	307	267	276	301	321
6	2	2	2	3	3	3	3	3	3	4	4
7	2,871	3,059	2,985	2,992	3,093	3,200	3,284	3,391	3,631	3,772	3,848
8	.....	.....	16	18	32	44	41	81	100	94	105
9	No Reports	252	855	901	1,052	1,117	1,211	1,263	1,707	1,936	2,315
10	3,076	3,349	3,239	3,262	3,386	3,526	3,710	3,815	4,094	4,258	4,372
11	773	684	632	751	756	806	1,100	1,335	1,335	1,335	1,373
12	1,120	2,070	2,191	2,343	3,221	4,287	3,726	3,386	4,073	4,459	4,381
13	3,648	4,603	4,557	5,684	4,440	5,473	7,584	6,220	6,523	6,372	6,182
14	400	370	356	645	735	622	643	772	746	777	718
15	138,465	151,891	168,159	179,587	194,736	204,168	222,979	243,935	262,673	283,692	288,598
16	.....	.....	.....	.....	.....	.....	4,885	7,210	9,964	9,991	12,994
17	144,406	159,678	175,895	189,010	203,888	215,356	240,917	262,858	285,314	306,626	314,246
18	$353,912	$353,716	$391,308	$428,948	$489,764	$578,868	$680,108	$779,680	$860,232	$777,616	$859,325
19	No Reports	$56,756	$77,336	$100,366	$128,072	$175,472	$219,164	$298,428	$351,926	$265,519	$250,721
20	"	$410,472	$468,644	$529,314	$617,836	$754,340	$899,272	$1,078,108	$1,212,158	$1,043,135	$1,110,046
21	"	No Reports	Included in other Educational Institutions.				$46,255	$47,659	$57,552	$52,940	$61,564
22	"	"					$5,711	$8,311	$10,708	$2,868	$7,930
23	"	"	$131,336	$147,956	$150,104	$174,016	$204,754	$192,014	$214,849	$229,979	$210,042
24	"	"	$599,980	$677,270	$767,940	$928,356	$1,155,992	$1,326,092	$1,495,267	$1,318,922	$1,389,582
25	3,209	3,476	3,277	3,388	3,539	3,539	3,565	3,689	4,083	4,202	4,235
26	2,505	2,697	2,551	2,541	2,601	2,508	2,568	2,622	2,787	2,965	3,115
27	704	779	726	847	938	1,031	997	1,067	1,296	1,237	1,120
28	$9\frac{1}{20}$	$9\frac{1}{17}$	$9\frac{7}{8}$	$9\frac{1}{5}$	$9\frac{2}{3}$	$9\frac{2}{3}$	$9\frac{2}{3}$	10	10	$10\frac{1}{3}$	$10\frac{1}{2}$

A GENERAL STATISTICAL ABSTRACT, EXHIBITING THE COMPARATIVE STATE AND PROGRESS OF EDUCATION IN ONTARIO, ETC.—*Continued.*

Number.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.
1	.....	1,396,091	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,620,851	.....
2	373,589	384,980	403,302	412,367	424,565	426,757	431,812	447,726	464,315	470,400	483,966	489,615	495,756
3	13	13	13	16	16	16	16	16	16	16	16	16	16
4	88	86	91	95	95	104	104	102	101	101	101	102	104
5	305	337	342	340	257	260	298	312	282	279	284	285	258
6	4	4	4	3	3	3	3	3	3	3	3	3	3
7	3,854	3,910	3,995	4,013	4,077	4,151	4,222	4,261	4,318	4,359	4,403	4,438	4,490
8	115	109	109	120	147	152	157	161	102	165	163	160	171
9	2,602	2,903	3,111	3,228	3,459	3,595	3,741	3,838	3,986	4,131	4,244	*	*
10	4,379	4,459	4,554	4,587	4,595	4,686	4,800	4,855	4,882	4,923	4,970	5,004	5,042
11	1,373	1,373	1,373	1,820	1,820	1,820	1,930	1,930	1,930	1,930	1,930	1,930	2,700
12	4,546	4,765	4,982	5,352	5,589	5,754	5,179	5,696	5,649	6,608	7,351	7,490	7,968
13	6,408	7,361	6,784	6,653	5,718	5,965	6,462	6,743	6,655	6,392	6,562	6,511	6,670
14	700	700	700	700	700	800	800	800	800	800	800	800	800
15	301,104	316,287	329,033	344,949	354,330	365,552	372,320	382,719	399,305	411,746	421,866	425,126	433,256
16	14,708	13,631	14,700	15,859	17,365	18,101	18,575	18,924	20,594	20,684	20,652	21,200	21,406
17	328,839	344,117	357,572	375,333	385,522	397,992	405,266	416,812	434,933	448,160	459,161	463,057	472,800
18	$895,591	$918,113	$959,776	$987,555	$996,956	$1,041,052	$1,066,880	$1,093,516	$1,146,543	$1,175 166	$1,222,681	$1,191,476	$1,371,594
19	$264,183	$273,305	$272,217	$266,892	$288,962	$314,827	$320,353	$379,672	$441,891	$449,720	$489,380	$611,818	$835,770
20	$1,159,774	$1,191,418	$1,231,993	$1,254,447	$1,285,318	$1,355,879	$1,387,233	$1,473,188	$1,588,434	$1,624,896	$1,712,061	$1,803,294	$2,207,364
21	$64,005	$71,034	$73,211	$76,121	$75,854	$81,562	$87,055	$94,820	$95,848	$97,009	$105,153	$113,862	$141,812
22	$6,037	$4,234	$7,502	$3,470	$6,139	$5,251	$17,653	$19,190	$10,267	$7,378	$20,390	$24,164	$31,360
23	$218,632	$209,421	$222,534	$287,768	$269,668	$274,514	$328,065	$332,825	$332,650	$330,500	$336,107	$356,374	$439,690
24	$1,448,448	$1,476,107	$1,535,240	$1,621,806	$1,636,979	$1,717,206	$1,820,006	$1,920,023	$2,027,199	$2,059,783	$2,173,711	$2,297,694	$2,820,226
25	4,281	4,336	4,406	4,504	4,625	4,721	4,789	4,890	4,996	5,054	5,165	5,306	5,476
26	3,100	3,031	3,115	3,094	3,011	2,930	2,925	2,849	2,777	2,775	2,753	2,641	2,626
27	1,181	1,305	1,291	1,410	1,614	1,791	1,864	2,041	2,219	2,279	2,412	2,665	2,850
28	10½	10¾	10⅞	10⅞	11 1/10	11¼	11 1/10	11 1/10	11⅛	11⅛	11⅛	11⅕	11¼

NOTE.—Balances due, but not collected, were included until 1858, but from that date Numbers 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total [24] the unexpended balances, we should have an available sum of $3,156,396 for Educational purposes during 1872, and for 1871, $2,629,570, the increase in 1872 being $526,826.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive and embrace all Institutions of Learning from the Public School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions--Primary, Intermediate and Superior.

* The Public Schools are now all free by law.

CHAPTER IV.

ATTENDANCE OF STUDENTS AT THE NORMAL SCHOOL FOR ONTARIO, AND CERTIFICATES GRANTED.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS.

The Sessions of the Normal School for Ontario.	Applicants for Admission.			Rejected.			Admitted.			Who had been Teachers before.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 46th Session, inclusive..	7,104	3,623	3,481	686	343	343	6,418	3,280	3,138	3,130	2,179	951
Forty-seventh Session	217	116	101	15	13	2	202	103	99	99	68	31
Forty-eighth Session	143	66	77	4	1	3	139	65	74	61	39	22
Grand Total	7,464	3,805	3,659	705	357	348	6,759	3,448	3,311	3,290	2,286	1,004

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS.

The Sessions of the Normal School for Ontario.	Who attended formerly.			Who Left.					
				Regularly.			Irregularly.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 46th Session, inclusive.....	2,197	881	1,316	1,229	734	495	325	237	88
Forty-seventh Session	67	17	50	43	28	15	24	22	2
Forty-eighth Session	64	27	37	6	1	5	.....	.....	.....
Grand Total	2,328	925	1,403	1,278	763	515	349	259	90

NOTE.—Of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance. And the same is true of the Provincial certificates, of which a considerable number have lapsed by deaths, and become otherwise unavailable by removals, and a still larger number have been superseded by subsequent certificates. 2,846 Students received Provincial Normal School Certificates up to the termination of the forty-fifth Session, and 420 received "Certificates of Standing in Class" from the Master before Provincial Certificates were issued. Certificates issued after the forty-fifth Session do not render the holders legally entitled to be Public School Teachers, as they must now also pass the same examinations as all other candidates for that position.

ATTENDANCE OF STUDENTS AT THE NORMAL SCHOOL

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS

The Sessions of the Normal School for Ontario.	Glengarry.			Stormont.			Dundas.			Prescott.			Russell.			Carleton.			Grenville.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 46th Session, inclusive	40	19	21	42	27	15	32	23	9	25	13	12	18	11	7	85	72	13	52	35	17
Forty-Seventh Session	3	..	3	2	1	1	1	1	..	..	..	..	..	..	..	2	2	..	1	..	1
Forty-eighth Session	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..	1	..	1	1	1	..
Grand Total	44	19	25	45	28	17	33	24	9	25	13	12	18	11	7	88	74	14	54	36	18

ABSTRACT No. 2.---COUNTIES WHENCE TEACHERS IN

The Sessions of the Normal School for Ontario.	Durham.			Peterboro'.			Victoria.			Ontario.			York.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 46th Session, inclusive	268	172	96	51	36	15	62	41	21	273	163	110	1,907	606	1,301
Forty-seventh Session	11	5	6	3	..	2	2	..	2	6	1	5	41	12	29
Forty-eighth Session	6	1	5	1	1	1	2	1	1	7	2	5	31	10	21
Grand Total	285	178	107	55	37	18	66	42	24	286	166	120	1,979	628	1,351

FOR ONTARIO, AND CERTIFICATES GRANTED.—*Continued.*

IN TRAINING AT THE NORMAL SCHOOL CAME.

Leeds,			Lanark.			Renfrew.			Frontenac.			Addington.			Lennox.			Prince Edward.			Hastings.			Northumberland.		
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
77	47	30	111	98	13	20	18	2	58	21	37	36	28	8	30	17	13	136	113	23	97	77	20	102	64	38
3	2	1	1	. .	1	....	....	....	3	3	....	....	....	....	..	..	..	4	2	2	7	3	4	8	4	4
4	...	4	....	....	....	....	....	....	2	2	...	5	1	4	.	.	.	5	4	1	2	.	2	2	..	2
84	49	35	112	98	14	20	18	2	63	26	37	41	29	12	30	17	13	145	119	26	106	80	26	112	68	44

TRAINING AT THE NORMAL SCHOOL CAME.—*Continued.*

Peel.			Simcoe.			Halton.			Wentworth.			Brant			Lincoln.			Welland.			Haldimand.			Norfolk.		
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
198	143	55	128	91	37	151	65	86	387	85	302	146	69	77	129	63	66	151	72	79	92	50	42	93	50	43
2	....	2	8	7	1	1	..	1	11	1	10	3	1	2	1	..	1	6	3	3	5	1	4	2	1	1
3	1	2	8	2	1	....	..	..	3	1	2	6	2	4	1	1	..	1	..	1	3	2	1	4	3	1
203	144	59	139	100	39	152	65	87	401	87	314	155	72	83	131	64	67	158	75	83	100	53	47	99	54	45

ATTENDANCE OF STUDENTS AT THE NORMAL SCHOOL

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS

The Sessions of the Normal School for Ontario.	Oxford.			Waterloo.			Wellington.			Grey.			Perth.			Huron.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 46th Session, inclusive	214	122	92	93	62	31	132	82	50	64	37	27	128	91	37	118	102	16
Forty-seventh Session	4	2	2	7	6	1	8	5	3	3	1	2	9	7	2	12	10	2
Forty-eighth Session	10	7	3	3	3	..	3	1	2	....	..	..	6	4	2	4	4	..
Grand Total	228	131	97	103	71	32	143	88	55	67	38	29	143	102	41	134	116	18

ABSTRACT No. 3.—RELIGIOUS PERSUASION OF THE

The Sessions of the Normal School for Ontario.	Total Number of Students admitted.			Church of England.			Roman Catholic.			Presbyterian.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 46th Session, inclusive	6,418	3,280	3,138	1,110	497	613	292	126	166	1,826	954	872
Forty-seventh Session	202	103	99	27	8	19	10	3	7	71	39	32
Forty-eighth Session	139	65	74	21	8	13	6	1	5	44	24	20
Grand Total	6,759	3,448	3,311	1,158	513	645	308	130	178	1,941	1,017	924

FOR ONTARIO, AND CERTIFICATES GRANTED.—*Concluded*

IN TRAINING AT THE NORMAL SCHOOL CAME.—*Concluded.*

Bruce.			Middlesex.			Elgin.			Kent.			Lambton.			Essex.			Grand Total.
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female	Total.	Male.	Female.	Total.	Male.	Female.	
51	43	8	324	167	157	130	91	39	76	43	33	68	38	30	23	13	10	6,418
6	5	1	6	6	....	7	7	....	1	1	....	2	2	....	....	....	....	202
4	3	1	5	4	1	2	1	1	5	2	3	2	2	....	....	....	....	139
61	51	10	335	177	158	139	99	40	82	46	36	72	42	30	23	13	10	6,759

STUDENTS ATTENDING THE NORMAL SCHOOL.

Methodist.			Baptist.			Congregationalist.			Lutheran.			Quaker.			Universalist.			Unitarian.			Disciple.			Other persuasions.		
Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
2,247	1,190	1,057	453	251	202	251	90	161	8	5	3	46	32	14	4	4	..	9	4	5	37	19	18	135	108	27
72	44	28	4	1	3	8	4	4	..	..	..	2	1	1	..	..	..	..	..	..	..	..	..	8	3	5
53	28	25	10	2	8	3	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	....	2
2,372	1,262	1,110	467	254	213	262	96	166	8	5	3	48	33	15	4	4	..	9	4	5	37	19	18	145	111	34

CHAPTER V.

PROCEEDINGS OF THE HOUSE OF ASSEMBLY OF ONTARIO.

January 8th, 1873. His Excellency the Lieutenant-Governor having entered the House of Assembly, and taken his seat on the Throne, was pleased to open the Session by the usual Speech, in which he said:—

I recommend to your careful consideration, measures which will be laid before you for the improvement of our Educational Institutions; by providing additional means for obtaining a sufficient number of competent trained Teachers; giving increased efficiency to the Council of Public Instruction; and making various amendments, which experience has shown to be desirable, in our School Laws.

Bills for the Consolidation of the Public and High School Laws; a Bill for regulating the Technological College, for which the Legislature has already made provision; and a Bill for giving to the Graduates of the Provincial University a direct influence in its management, are other Educational Measures, to which your attention will be called.

Measures for the management of the Asylum for the Deaf and Dumb, and of the Asylum for the Blind, will be submitted for your consideration. No provision has hitherto been made in this Province for the training of idiot and imbecile children.—a class which, I regret to learn, is numerous enough to require on the part of the Legislature the same attention which has already been usefully given to other afflicted classes of the population. Experience in other Countries having shown that, by proper means, the condition of these children may be greatly ameliorated, I commend their case to your humane consideration.

January 10th, 1873. The Honourable Attorney-General Mowat, from the Select Committee, reported an Address in response to the Lieutenant-Governor, which was read as follows:—

We will give our careful consideration to the measures which are to be laid before us for the improvement of our Educational Institutions; by providing additional means for obtaining a sufficient number of competent trained Teachers; giving increased efficiency to the Council of Public Instruction; and making various amendments which experience has shown to be desirable in our School Laws.

We will carefully consider the Bills for the consolidation of the Public and High School Laws; the Bill for regulating the Technological College, for which the Legislature has already made provision; and the Bill for giving to the Graduates of the Provincial University a direct influence in its management, and the other Educational Measures, to which Your Excellency informs us that our attention is to be called.

We will give our best attention to the measures for the management of the Asylum for the Deaf and Dumb, and of the Asylum for the Blind, which are to be submitted for our consideration; we thank Your Excellency for reminding us that no provision has hitherto been made in this Province for the training of idiot and imbecile children.—a class which, we regret to learn from Your Excellency, is numerous enough to require on the part of the Legislature the same attention which has already been usefully given to other afflicted classes of the population; we are pleased to be reminded that experience in other Countries has shown that, by proper means, the condition of these children may be greatly ameliorated; and we will give to their case our humane consideration.

January 13th, 1873. On motion of Mr. Charles Clarke, (Wellington), seconded by Mr. W. Barber,—

Resolved, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, a Return of the number of children attending the Public and High Schools of Ontario, from 30th June, 1871, to 30th June, 1872; and of those attending Private Schools, in so far as the same can be ascertained from the Annual School Returns; and of the number of children of School age in Ontario, as reported in the Annual Returns of 1871.

On motion of the Honourable E. B. Wood, (Brant), seconded by Mr. K. Graham.—

Ordered, That the Chief Superintendent of Education do, with all convenient dispatch, lay before this House a Return stating concisely:—

(1) The date of the establishment of the Normal and Model School in this Province.

(2) The total outlay on Capital Account in respect of the said Schools, including the purchase of Lands and every expenditure strictly chargeable to Capital Account.

(3) The annual outlay since the establishing of the said Schools, including staff of Teachers, superintendence, maintenance and every expenditure not charged to Capital Account.

(4) The names of the Persons in each year, with their places of residence, who have received instruction at the Normal School, with the view of fitting themselves for teaching in this Province, and the average number of them who have made and are still making teaching their profession, and how many of such Teachers are now teaching in the Province, and in what Counties they are now teaching.

(5) The average cost to the Country, including interest at six per cent. on the said Capital Outlay for the training of each Teacher, who has made teaching in this Province a permanent occupation.

The Honourable T. B. Pardee, presented to the House, by command of His Excellency the Lieutenant-Governor:—

The Annual Report of the Normal, Model, High and Public Schools of Ontario, for the year 1871, by the Chief Superintendent of Education.

January 14th, 1873. The following Petition was received and read:—

Of Mr. W. H. Austin and others, of Trenton, praying for certain amendments to the School Act.

The following Bill was introduced, and read the first time:—Bill, (No. 17), intituled:—"An Act respecting the University of Toronto."—The Honourable Adam Crooks, Provincial Treasurer.

Ordered, That the Bill be read the Second time on Friday next.

The House having gone into a Committee of Supply the following Supplementary Estimate of the amounts required to meet the Educational expenditure of the Province from the first day of January, 1873, until the Estimates for the year 1873 are finally passed, was submitted:—

Poor Schools	$1,000 00	Education Office—Salaries and Contingencies	$4,500 00
Public and Separate Schools	6,000 00	High Schools	36,000 00
Superannuated Teachers	500 00	Libraries, Prizes and Apparatus	15,000 00
Normal Schools—Salaries and Contingencies	5,500 00	High School Inspection	1,000 00
Depository—Salaries and Contingencies	1,600 00	Public School Inspection and Examination	7,000 00
Journal of Education	600 00		
Museum	1,000 00		$79,700 00

January 15th, 1873. The following Petitions were received and read:—Of the Council of Public Instruction, relative to the constitution and working thereof; of Mr. A. D. McDonald and others, of Elora, praying for certain amendments to the School Act.

January 17th, 1873. The following Petitions were received and read:—Of the County Council of Oxford, relative to the establishment of a Normal School in that County; of the School Board of Vienna; also, of the School Board of Omemee; also, of the School Board of Oakwood; also, of the School Board of Pakenham; also, of the School Board of Farmersville; also, of Mr. W. R. Bigg and others, of Brockville; also, of the School Board of Lanark; also, of the School Board of Drummondville, severally praying for certain amendments to the School Act; of Mr. T. P. Groat and others, of London, relative to the establishment of a Normal School in the City of London; of Mr. J. Brine, and other Public School Teachers of Welland, praying that the Superannuation Section in the School Act of 1871 may not be repealed.

The following Bill was introduced and then read the First time:—Bill, (No. 31), intituled:—"An Act to provide for the establishment of a Training School for Idiotic and Imbecile Children."—The Honourable T. B. Pardee.

Ordered, That the Bill be read the Second time on Monday next.

January 20th, 1873. On motion of the Honourable E. B. Wood, (Brant), seconded by Mr. K. Graham,—

Resolved, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, a Statement of all items of Expenditure up to the present, connected with the establishment of an Agricultural College, to be founded on the manual labour system, and Model Farm connected therewith; also, copies of all Reports and Correspondence in respect of the same, and the Site, or location, thereof; also, copies of all Memorandums, Minutes, or Orders-in-Council, in respect of the same, including a Statement of the recommendation which His Excellency's Government has decided to make to this House in respect of the said College and Model Farm, and the location thereof.

The Honourable T. B. Pardee, presented to the House, by command of His Excellency the Lieutenant-Governor:—

A Return to an Address to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before the House, a Statement of the number of children attending the Public and High Schools of Ontario from the Thirtieth of June, 1871, to the Thirtieth of June, 1872, and of those attending Private Schools, in so far as the same can be ascertained from the Annual School Returns, and of the number of children of School age in Ontario, as reported in the Annual Returns of 1871.

January 21st, 1873. The following Petition was received and read:—Of the School Board of the Village of Scotland; also, of the School Board of the Village of Mount Pleasant; also, of the School Board of the Village of Manilla; also, of the School Board of the Village of Uxbridge; also, two Petitions of the School Board of Fergus; also, of the School Board of Port Rowan; also, of the School Board of Milton; also, of the Village Council of Elora, severally praying for certain amendments to the School Act.

The following Bill was introduced, and read the First time:—Bill, (No. 32), intituled:—"An Act to establish a School of Practical Science."—The Honourable Adam Crooks, Attorney-General.

Ordered, That the Bill be read the Second time on Friday next.

The Order of the Day for the Second reading of Bill, (No. 17), respecting the University of Toronto, having been read,—

The Honourable Adam Crooks moved, seconded by the Honourable Attorney-General Mowat, That the Bill be read the Second time.

And objection having been taken by Mr. J. C. Rykert to the Second reading of the Bill, as it necessitates an expenditure of public money, to which expenditure the approval of His Excellency the Lieutenant-Governor was necessary. Mr. Speaker, having been referred to, decided, That, with reference to Clause 51, no burden is thereby imposed, or sought to be imposed on the Consolidated Revenue of the Province; and with reference to Clause 52, the amount of Salary to be granted is left a blank; therefore, the Bill is in order.

The Motion, having been then put, was carried, and the Bill was read the Second time. It was then referred to a Committee of the Whole House on Friday next.

January 22nd, 1873. The following Petition was received and read:—Of the School Board of Stirling, praying that an Act may pass to enable Mr. Charles Magee to sell certain Lands, the property of the late Mr. Nicholas Sparks.

January 23rd, 1873. The following Petitions were received and read:—Of the School Board of Berlin; also, of the School Board of Streetsville, severally praying for certain amendments to the School Act; of Mr. Walter Bell and others, of Brockville, respecting the establishment of a Normal School in Brockville.

The following Bill was introduced, and read the First time:—Bill, (No. 61), intituled:—"An Act respecting Institutions for the Education and Instruction of the Deaf and Dumb, and the Blind, in the Province of Ontario." The Honourable T. B. Pardee.

Ordered, That the Bill be read the Second time on Monday next.

On motion of Mr. S. C. Wood, (Victoria), seconded by Mr. P. Patterson, it was,—

Resolved, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, copies of all Correspondence between any Member of the Executive Council of this Province and the Council of Public Instruction, the Chief Superintendent of Education, or other Member of the Council, since the passing of the Act, 35 Victoria, Chapter 30, making temporary provision as to the Regulations of the Council of Public Instruction, and since the date of the last Return from the Education Department.

On motion of Mr. S. C. Wood, (Victoria), seconded by Mr. P. Patterson, it was,—

Resolved, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, a copy of,—

1. The Regulations of the Council of Public Instruction, and other Instructions relating to the admission of Pupils to the High Schools, or Collegiate Institutes.
2. A copy of the Order-in-Council suspending or disallowing these Regulations, and a copy of any instructions issued by the Government to Boards of Trustees on this subject.
3. The number of Pupils admitted to each High School and Collegiate Institute since the suspension of these Regulations, the names of the Schools and Institutes, and of the Examiners, and the subjects on which the Candidates were examined, the extent of the examination in these subjects, and the number of marks obtained by these Pupils.
4. Copies of any Reports to the Education Department, or to the Government, in regard to the examinations and admissions from Inspectors, Trustees, or other parties, and copies of any Correspondence, or Reports, throwing light upon the operation of the School Law since the date of the suspension of the Regulations on the subject.

The following Petition was received and read:—Of the Township Council of Caradoc, respecting the establishment of a Normal School in the City of London.

The following Bill was introduced and read the First time:—Bill, (Number 64), intituled:—"An Act to consolidate the Public School Law of Ontario."—The Honourable Attorney-General Mowat.

Ordered, That the Bill be read the Second time on Tuesday next.

The House resolved itself into a Committee to consider Bill, (Number 17), respecting the University of Toronto, and made the following amendments:—

Page 1, line 20, after "affiliated," insert "or hereafter to be affiliated."
Page 1, line 24, strike out "annually," insert "biennially."
Page 2, line 16, fill blank with "eighth."
Page 2, line 17, fill blank with "May."
Page 4, line 28, strike out "as and."
Page 4, line 43, after "Statute," insert "of Senate."
Page 6, line 46, after "Statute," insert "of Senate."
Page 7, line 1, after "if," insert "at."
Page 7, line 5, fill blank with "twenty-two."
Page 7, line 17, after "Surgery," insert "and Civil Engineer, Mining Engineer and Mechanical Engineer."
Page 8, line 34, strike out "in connection," insert "affiliated."
Page 9, line 35, fill blank with "Two thousand four hundred dollars."

Mr. Speaker resumed the Chair, and Mr. Thomas Hodgins reported, That the Committee had directed him to report the Bill, with certain amendments.

Ordered, That the Report be now received.

The Amendments, having been read the Second time, were agreed to.

Ordered, That the Bill be read the Third time on Tuesday next.

January 27th, 1873. The following Petitions were received and read:—Of Brother Ephrem Gagnon and others, of Toronto, praying that an Act may pass to incorporate the Brothers of the Christian Schools of Ontario; of the Right Reverend the Bishop of London, and others; also, of the Township Council of Dorchester; also, of the Township Council of London, relative to the erection of a Normal School in London; of the School Board of Weland; also, of the School Board of Vankleek Hill; also, of the School Board of L'Orignal; also, of the County Council of Middlesex; also, of the School Board

of Newburgh; also, of Mr. John McFadzean, and others, of McKillopp, severally praying for certain amendments to the School Act.

On motion of Mr. S. McCall, seconded by Mr. J. Clarke, (Norfolk), and,—

Resolved, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying that he will cause to be laid before this House, a Return, stating the number of Scholars attending the Normal School, for the purpose of qualifying as School Teachers for the years 1869, 1870, 1871, 1872 respectively; also, the largest number of Pupils the present Normal School is capable of accommodating throughout a Session thereof.

On motion of Mr. S. Cook, seconded by Mr. A. Farewell,—

Resolved, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, a Return of the number of First, Second and Third Class Certificates granted to School Teachers, during the year Eighteen hundred and seventy-two; also, the number of Persons who have made application for Certificates and have been unable to obtain them during the same year.

January 28th, 1873. The following Petitions were received and read:—Of the Reverend P. Bertrand, and others, of Plantagenet; also, of Mr. Dennis Bryan, and others, of Plantagenet, severally praying for the erection of a Normal School in Ottawa; of the Township Council of Howick, praying for certain amendments to the School Act; of the Township Council of Ekfrid, praying for the erection of a Normal School in London.

On motion of the Honourable Adam Crooks, seconded by the Honourable R. W. Scott, and,—

Resolved, That this House will, on Friday next, resolve itself into a Committee to consider the following Resolution:—

That, in order to establish a School of Practical Science with a Museum of Mineralogy and Apparatus and Appliances requisite for practical instruction in Mining, Engineering, and the Mechanical and Manufacturing Arts, it is expedient that provision be made by the Legislature therefor, and that a sufficient sum for the purpose be appropriated by this House out of the Consolidated Revenue Fund of this Province, and that such sum do appear when the Estimates for the current year are laid before this House.

The Order of the Day for the Third reading of Bill (Number 17), respecting the University of Toronto, having been read, it was,—

Ordered, That the Order be discharged, and that the Bill be referred forthwith to a Committee of the whole House, with an instruction to amend the same. The House accordingly resolved itself into the Committee, and made the following amendments to the Bill:—

Page 1, line 22, after "University," insert "and a Representative, for the time being elected by the High School Masters of Ontario, as hereinafter provided."

Page 4, after Section 20, insert (*a*) The Registrar of the University shall, at least one month before the Eighth day of May in each year, obtain from the Education Office, the names of the Head Master of each of the High Schools, and shall make a list of such names, and shall, thereupon, send a copy of such list to each of the said High School Masters, and request them to elect from amongst the names on such list a Representative to the Senate of the University, who shall hold office for the term of two years, the first term beginning on the Eighth day of May, One thousand eight hundred and seventy-three; and all the provisions of this Act, with respect to the election of a Chancellor, or Member of the Senate, and as to filling vacancies and otherwise, shall be applicable to such Representative."

Mr. Speaker resumed the Chair; and Mr. Thomas Hodgins reported, That the Committee had amended the Bill as directed by the House.

The amendments, having been read the Second time, were agreed to.

Mr. H. S. McDonald then moved, seconded by Mr. A. W. Lauder, That the Bill be not now read the Second time, but that it be referred forthwith to a Committee of the

Whole House, with an instruction to amend the same by inserting at page 1, line 22, after the word "University," the following words:—"The Provost of Trinity College, Toronto; the Principal of the University of Regiopolis College, Kingston; the Principal of the University of Ottawa, and the Principal of Albert University College, Belleville." The Motion, having been put, was lost on a division.

Ordered, That the Bill be read the Third time forthwith.

The Bill was then read the Third time, and passed.

January 30th, 1873. The following Petitions were received and read:—Of the School Board of Kincardine; also, of the School Board of Arnprior; also, of the School Board of Port Perry; also, of the School Board of Thorold; also, of Mr. John Ramsay and others, of Nassagaweya; also, of the School Board of Gananoque, severally praying for certain amendments to the School Act; of Mr. Andrew P. Imlay, and others, of Osgoode; also, of Mr. James Sinclair, and others, of Huntley; also, of Mr. James Ferguson and others, of Osborne, severally praying for the establishment of a Normal School in the City of Ottawa; of the Township Council of McGillivray; also, of the Township Council of Westminster, severally praying for the establishment of a Normal School in the City of London.

Mr. Rykert, from the Committee on Standing Orders, presented their Fifth Report, which was read as follows:—Your Committee, having examined the following Petition, find that the Rules of the House have been complied with:—Of Brother Ephrem Gagnon, and others, praying for an Act to incorporate the Brothers of the Christian Schools of Ontario.

January 31st, 1873. Your Committee recommend that the following Documents be printed:—Return of the number of children attending the Public and High Schools of Ontario, from 30th of June, 1871, to 30th of June, 1872; also, of the number of children of School age in Ontario, as reported in the Annual Returns of 1871; Report of the Principal of the School of Technology.

The following Bill was introduced and read the First time:—Bill, (Number 123), intituled:—"An Act to incorporate the Brothers of the Christian Schools."—Mr. S. C. Wood, (Victoria). It was then referred to the Committee on Private Bills.

The following Bill was read the Second time:—Bill, (Number 61), respecting Institutions for the Education and Instruction of the Deaf and Dumb, and the Blind, in the Province of Ontario. It was then referred to a Committee of the Whole House for Tuesday next.

February 3rd, 1873. The following Petitions were received and read:—Of the Nazrey Institute, and of the Wilberforce Educational Institute, praying that an Act may pass to amalgamate the said Institutions; of the School Board of Renfrew; also, of the School Board of Norwood; also, of the School Board of Bradford; also, of the School Board of Clinton; also, of the Trustees of the Galt Collegiate Institute, severally praying for certain amendments to the School Act; of Mr. James B. Grafton, and others, praying that an Act may pass to incorporate the Dundas Wesleyan Institute.

February 4th, 1873. The following Petition was received and read:—Of the Township Council of Lobo, respecting the establishment of a Normal School in the City of London.

Mr. J. C. Rykert, from the Committee on Standing Orders, presented their Seventh Report, which was read as follows:—Your Committee, having examined the following Petitions, find that the Rules of the House have been complied with:—Of Mr. James B Grafton, and others, praying for an Act to incorporate the Dundas Wesleyan Institute

The Honourable T. B. Pardee presented to the House, by command of His Excellency the Lieutenant-Governor:—Return to an Address to His Excellency the Lieutenant-Governor, praying that His Excellency will cause to be laid before the House, a Return stating concisely:—1. The date of the establishment of the Normal and Model Schools in this Province. 2. The total outlay on capital account in respect of the said Schools, including the purchase of lands and every expenditure strictly chargeable to Capital

Account. 3. The annual outlay, since the establishing of the said Schools, including staff of Teachers, superintendence, maintenance and every expenditure not charged to Capital Account. 4. The names of the Persons in each year, with their places of residence, who have received instruction at the Normal School, with the view of fitting themselves for teaching in this Province, and the average number of them who have made, and are still making, teaching their profession, and how many of such Teachers are now teaching in the Province, and in what Counties they are now teaching. 5. The average cost to the Country, including interest at six per cent. on the said Capital outlay, for the training of each Teacher who has made teaching in this Province a permanent occupation.

Also, Return to an Address to His Excellency the Lieutenant-Governor, praying that His Excellency will cause to be laid before the House, a Return, stating the number of Scholars attending the Normal School for the purpose of qualifying as School Teachers for the years 1869, 1870, 1871, 1872, respectively; also, the largest number of Pupils the present Normal School is capable of accommodating throughout a Session thereof.

The House resolved itself into a Committee to consider Bill, (Number 61), respecting Institutions for the Education and Instruction of the Deaf and Dumb, and the Blind in the Province of Ontario; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. D. Sinclair reported, That the Committee had directed him to report the Bill without any amendment.

Ordered, That the report be received on Friday next.

February 5th, 1873. The following Petition was received and read:—Of Mr. J. W. Elliott, and others, of Dereham; also, of Mr. J. H. Farrington and others, of North Norwich; also, of the County Council of Frontenac, severally praying for certain amendments to the School Act.

Mr. Charles Clarke, (Wellington), from the Committee on Printing, presented their Third Report, which was read as follows:—Your Committee recommend the following Documents to be printed:—

Return of the number of Scholars attending the Normal School, for the purpose of qualifying as School Teachers, for the years 1869, 1870, 1871, 1872, respectively; also, the largest number of Pupils the present Normal School is capable of accommodating throughout a Session thereof; also, certain portions of a Return, stating concisely the date of the establishment of the Normal and Model Schools in this Province; the total outlay on Capital Account in respect of the said Schools; the Annual outlay since the establishment of such Schools; the names and residences of those who have received instruction as Teachers in the Normal School; and the average cost to the Country for the training of each Teacher.

The following Bill was introduced, and read the First time:—Bill, (Number 181), intituled:—"An Act to amalgamate the Nazrey and Wilberforce Educational Institutes, and to amend the Act, 35th Victoria, Chapter 113."—Mr. J. Dawson. It was then referred to the Committee on Private Bills.

February 6th, 1872. The following Bill was introduced, and read the First time:—Bill, (Number 188), intituled:—"An Act to incorporate the Dundas Wesleyan Institute."—Mr. R. Christie. It was then referred to the Committee on Private Bills.

The Honourable T. B. Pardee presented to the House, by command of His Excellency the Lieutenant-Governor:—Return to an Address to His Excellency the Lieutenant-Governor, praying that His Excellency will cause to be laid before the House, a Return of the number of First, Second and Third Class Certificates granted to School Teachers, during the year 1872; also, the number of Persons who have made application for Certificates and have been less unable to obtain them during the same year; also, Return to an Address to His Excellency the Lieutenant-Governor, praying that His Excellency will cause to be laid before this House, copies of all Orders-in-Council, (if

any), and Correspondence, (if any), in reference to the establishment in Ontario, of any additional Normal Schools.

February 7th, 1873. The following Petition was received and read:—Of Mr. William Agur, and others, of Dereham; also, of Mr. James Gillard, and others, of South Norwich; also, of Mr. John Thompson and others, of Dereham; also, of Mr. F. Vitchet, and others, of Blenheim, severally praying for certain amendments to the School Act.

The following Bill was introduced and read the First time:—Bill, (Number 207), intituled:—"An Act to consolidate the High School Laws of Ontario."—The Honourable Attorney-General Mowat.

Ordered, That the Bill be read the Second time on Tuesday next.

The Report of the Committee of the Whole House on Bill, (Number 61), respecting Institutions for the Education and Instruction of the Deaf and Dumb, and the Blind, in Ontario, was received.

Ordered, That the Bill be read the Third time on Tuesday next.

February 10th, 1873. The following Petition was received and read:—Of the County Council of Huron, praying for certain amendments to the Municipal Assessment and School Acts.

February 11th, 1873. The following Petition was received and read:—Of the School Board of Iroquois, praying for certain amendments to the School Act.

February 12th, 1873. The following Petitions were received and read:—Of the School Board of Walkerton; also, of the School Board of London; also, of the County Council of Carleton; also, of the School Board of Lindsay; also, of Mr. Archibald Park, and others, of West Oxford, severally praying for certain amendments to the School Act; of the County Council of Elgin, praying for the establishment of a Normal School in St. Thomas; of the City Council of London, praying for the establishment of a Normal School in the City of London.

Mr. Charles Clarke, (Wellington), from the Committee on Printing, presented their Fifth Report, which was read as follows:—Your Committee recommend that the following Documents be printed:—Return of all Minutes and Orders-in-Council relating to the Agricultural College; the names of all Persons appointed to inspect the several proposed Sites for said College; the instructions given such Persons, together with a Memorandum of the expenses of such Persons, also a copy of the Instructions given to Professor Miles, and his Report to the Government; also, Return of all Orders-in-Council and Correspondence, in reference to the establishment in Ontario of any additional Normal Schools; also, Return of the number of Certificates granted to School Teachers during the year 1872; also the number of Persons who have made application for Certificates, and have been unable to obtain them during the same year.

February 13th, 1873. The following Petition was received and read:—Of the School Board of Wardsville, praying for certain amendments to the School Act.

February 14th, 1873. The following Petition was received and read:—Of the School Board of Carleton Place; also, of the School Board of Smith's Falls, severally praying for certain amendments to the School Act.

February 17th, 1873. The following Petitions were received and read:—Of the School Board of Toronto; also, of the School Board of Colbourne; also, of the School Board of Dundas, severally praying for certain amendments to the School Act; of the Town Council of Napanee, praying for the erection of a Normal School in the Town of Napanee; of the County Council of Essex, praying for the establishment of a Normal School in the County of Essex.

The Honourable T. B. Pardee presented to the House, by command of His Excellency the Lieutenant-Governor:—A copy of the Regulations of the Council of Public Instruction, and other Instructions relating to the Admission of Pupils to the High Schools, or Collegiate Institutes; 2. A copy of the Order-in-Council suspending,

or disallowing, these Regulations, and a copy of any Instructions issued by the Government to Boards of Trustees on this subject; 3. The number of Pupils admitted to each High School and Collegiate Institute since the suspension of these Regulations; the names of the Schools and Institutes, and of the Examiners, and the subjects on which the Candidates were examined, the extent of the examination in the subjects, and the number of marks obtained by these Pupils; 4. Copies of any Reports to the Department, or to the Government, in regard to the examinations and admissions from Inspectors, Trustees, or other parties, and copies of any Correspondence, or Reports, throwing light upon the operation of the Law since the date of the suspension of the Regulations on the subject.

February 19th, 1873. Your Committee on Printing recommend that the following Document be not printed:—Report of the Senate of the University of Toronto.

Resolved, That this House do concur in the Sixth Report of the Committee on Printing.

February 25th, 1873. The Honourable T. B. Pardee, from the Committee on Private Bills, presented their Sixteenth Report, which was read as follows:—Bill, (Number 181), to amalgamate the Nazrey Institute with the Wilberforce Educational Institute, and amending an Act to incorporate the Wilberforce Educational Institute.

February 26th, 1873. Mr. Charles Clarke, (Wellington), from the Committee on Printing, presented their Seventh Report, which was read as follows:—Return of the Regulations of the Council of Public Instruction, and other Instructions relating to the Admissions of Pupils to the High Schools, or Collegiate Institutes; a copy of the Order-in-Council, suspending, or disallowing, these Regulations, and a copy of any Instructions isued by the Government to Boards of Trustees on this subject; the number of Pupils admitted to each High School and Collegiate Institute since the suspension of these Regulations; the names of the Schools and Institutes, and of the Examiners, and the subjects on which the Candidates were examined; the extent of the examination in the subject; and the number of marks obtained by these Pupils; also, copies of any Reports to the Education Department, or to the Government, in regard to the examinations and admissions of Pupils to the High Schools, from Inspectors, Trustees, or other parties, and copies of any Correspondence, or Reports, throwing light upon the operation of the School Law since the date of the suspension of the Regulations on the subject. The Committee do not recommend the printing of this Return.

February 28th, 1873. The following Petitions were received and read:—Of the Trustees of School Sections Two and Three in the Township of Macaulay; also, of Mr. John Millet and others, of Dumfries, severally praying for certain amendments to the School Act; of the Township Council of Etobicoke, praying that the Site for the Agricultural College at Mimico may not be abandoned.

The House resolved itself into a Committee to consider Bill, (Number 81), To amalgamate the Nazrey Institute with the Wilberforce Educational Institute, and to amend the Act incorporating the Wilberforce Educational Institute; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. H. S. McDonald reported, That the Committee had directed him to report the Bill without any amendment.

Ordered, That the Report be now received.

Ordered, That the Bill be read the Third time on Monday next.

March 3rd, 1873. The Order of the Day for the Third Reading of Bill, (Number 181), To Amalgamate the Nazrey Institute with the Wilberforce Educational Institute, having been read, it was,—

Ordered, That the Order be discharged, and that the Bill be referred forthwith to a Committee of the Whole House, with instructions to amend the same by striking out the word "Sections" in line 38, and inserting "Section," and by striking out the words "one and" in line 39.

The House accordingly resolved itself into the Committee; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. J. Baxter reported, That the Committee had directed him to report that they had amended the Bill, as instructed.

Ordered, That the Bill be read the Third time forthwith.

The Bill was then read the Third time, and passed.

March 4th, 1873. The following Bill was introduced, and read the First time:—Bill, (Number 218), intituled:—"An Act to amend the Public and High School Laws."—The Honourable Attorney-General Mowat.

Ordered, That the Bill be read the Second time, To-morrow.

The following Bills were severally read the Second time:—Bill, (Number 64), To consolidate the Public School Law of Ontario. It was referred to a Committee of the Whole House, for To-morrow. Bill, (Number 207), To consolidate the High School Laws of Ontario. It also was referred to a Committee of the Whole House, for To-morrow.

March 5th, 1873. The Honourable T. B. Pardee, from the Committee on Private Bills, presented their Twenty-second Report, which was read as follows:—Your Committee have examined the following Bill, and report the same with certain amendments:—Bill, (Number 123), To incorporate the Brothers of the Christian Schools.

March 7th, 1873. The Honourable T. B. Pardee, from the Committee on Private Bills, presented their Twenty-fifth Report, which was read as follows:—Your Committee have examined the following Bill, and report the same with certain amendments:—Bill, (Number 188), To incorporate the Dundas Wesleyan Institute.

March 8th, 1873. The following Bill was read the Second time:—Bill, (Number 188), To incorporate the Dundas Wesleyan Institute. It was then referred to a Committee of the Whole House for Monday next.

March 10th, 1873. The following Bill was read the Second time:—Bill, (Number 123), To incorporate the Brothers of the Christian School. It was then referred to a Committee of the Whole House, for To-morrow.

The Honourable Archibald McKellar moved, seconded by the Honourable T. B. Pardee, and,—

Resolved, That this House will, on Thursday next, resolve itself into a Committee to consider the following Resolution:—

That careful examinations have been made during the past year with respect to the Lands acquired by the Province in the Township of Etobicoke for the purposes of an Agricultural Farm and College, and that such examinations were made, as well by practical, as scientific, Persons, competent to judge of the adaptability and fitness of these Lands for the purposes intended, and that such Persons have, in their Reports pronounced against the adaptability, or fitness, of such Lands, and have recommended that the said Agricultural Farm and College be not established on said Lands.

That, instead of the said Lands, the Farm of Mr. F. W. Stone, near the Town of Guelph, containing Fve hundred and fifty Acres of land, can be acquired, and the said Farm is altogether suitable for the hereinbefore mentioned purpose.

That it is expedient to purchase the said Farm for an amount not to exceed the sum of Seventy thousand dollars.

Mr. G. H. Boulter moved in amendment, seconded by Mr. A. Code:—That all the words in the Motion after "That" be struck out, and the following words substituted therefor, "in the opinion of this House, it is not desirable that at the present time the Provincial Treasury should be burdened with the cost of the construction and maintenance of an Agricultural Farm and College.

The Honourable M. C. Cameron moved in amendment to the proposed Amendment, seconded by Mr. J. C. Rykert:—That all the words in the proposed Amendment after the word "House" be struck out, and the following words substituted therefor, "notwithstanding the Reports made respecting the Lands acquired by the Province for an Agricultural Farm and College in the Township of Etobicoke, and in view of the very favourable statement and representations of the capabilities of said Lands by Messieurs Noble, E. Stock and W. Burgess, practical Farmers, living in the neighbourhood of said Lands, and thoroughly acquainted therewith, as with their productive character in the past, and in view of the great loss and expense that will be entailed upon the Country, estimated at not less than $30,000, by a change of Site, this House would not be justified in sanctioning any change in the location for such College and Farm from the Site selected by the Administration of the late Houourable John Sandfield Macdonald."

The Amendment to the Amendment, having been put, was lost on the following division:—31 Yeas, and 40 Nays.

Mr. A. Farewell moved in amendment to the original Motion, seconded by Mr. J. G. Grange, That all the words in the original Motion, after the word "Lands," be struck out, and the following substituted therefor, "part of Lots Numbers 23, 24, 25 and 26 in the first concession of Whitby, (being in all 600 Acres, including 'Trafalgar Castle,') can be acquired; that the said Lands and Buildings are altogether suitable for the said Farm and College, and that it is expedient to purchase the said Lands and Buildings for the said purposes."

The Amendment having been put, was lost on a division, and the original Motion having been put was carried.

March 12th, 1873. The following Petition was received and read:—Of Mr. Henry Anderson and others, of Middlesex, praying that an Agricultural Collgee may not be established in Ontario.

March 14th, 1873. The following Bill was read the Third time and passed:—Bill, (Number 188), To incorporate the Dundas Wesleyan Institute.

March 17th, 1873. The Order of the Day for the House to resolve itself into a Committee to consider a certain proposed Resolution respecting the purchase of Land for the Agricultural Farm and College having been read, it was,—

Resolved, That careful examinations have been made during the past year with respect to the Lands acquired by the Province in the Township of Etobicoke for the purposes of an Agricultural Farm and College, and that such examinations were made, as well by practical, as scientific, Persons, competent to judge of the adaptability and fitness of these Lands for the purposes intended, and that such Persons have in their reports, pronounced against the adaptability or fitness of such Lands, and have recommended that the said Agricultural Farm and College be not established on said Lands.

That instead of the said Lands, the farm of Mr. F. W. Stone, near the Town of Guelph, containing Five hundred and fifty Acres of land, can be acquired, and the said Farm is altogether suitable for the hereinbefore mentioned purpose.

That it is expedient to purchase the said Farm for an amount not to exceed the sum of Seventy thousand dollars.

The House, according to Order, again resolved itself into Committee of Supply.

Resolved, That there be granted to Her Majesty for the service of the year 1873 the following sums:—

23. To defray the expenses of works at the Agricultural College, as follows:—
Revote, unexpended balance $93,712 58

24. To defray sundry expenses of the Technological College, as follows:—
Books and apparatus, $1,000.00; Repairs and furniture, $1,000.00; total $2,000.00.

25. To defray the expenses of works and furniture at the Normal and Model Schools, as follows:—

Additional Boiler and apparatus for heating	$1,600 00
Double Sashes for upper Windows, Model School	200 00
Ventilators, Model School	100 00
Additional fixtures	100 00
Furniture for four Masters' Rooms, Press for Books and Matting	200 00
Removing Book-case from Master's Room and furniture for Students' Reading Room	100 00
Ventilation of Normal School	100 00
Additional Gymnastic Apparatus	100 00
Removal of Water Closets on east side of Model School and construction of frost-proof Drains, etcetera	1,000 00
Total	$3,500 00

March 18th, 1873. The Honourable T. B. Pardee presented to the House, by command of His Excellency the Lieutenant-Governor, the Annual Report of the Council of University College for the year ending 31st December, 1872.

Mr. A. Farewell, from the Committee of the Whole House, to whom it was referred to consider a certain proposed Resolution respecting the purchase of Land for the Agricultural College and Farm, reported the Resolution on this subject adopted on the 17th March. The Resolution, having been read the Second time, was agreed to.

The Order of the Day for the Second reading of Bill, (Number 31), to provide for the establishment of a Training School for Idiotic and Imbecile Children, having been read, it was,—

Ordered, That the Order be discharged, and that the Bill be withdrawn.

The following Bill was read the Second time:—Bill, (Number 32), To establish a School of Practical Science. It was then referred to a Committee of the Whole House, for To-morrow.

The House, according to Order, again resolved itself into Committee of Supply.

Resolved, That there be granted to Her Majesty for the service of the year 1873 the following sums:—

To defray the expenses of Public and Separate Schools		$220,000 00
To defray the expenses of the Inspection of Public and Separate Schools, as follows:—		
4,800 Schools and departments, at $5 each	$24,000 00	
Additional Cost of inspecting and organizing Schools in Algoma, Nipissing and other remote Settlements	2,500 00	
Printing Inspector's Annual and special Reports, including Paper	435 00	
Postages, Stationery and Contingencies	380 00	
Total	$27,315 00	
To defray the expenses of Schools in new and poor Townships	$6,000 00	
To defray the expenses of the Collegiate Institutes and of High Schools, as follows:—		
Existing High Schools	$72,000 00	
New High Schools	2,500 00	
Collegiate Institutes	5,500 00	
Total	$80,000 00	
To defray the expenses of the Inspection of Collegiate Institutes, and High Schools, as follows:—		
Three Inspectors' Salaries	$6,000 00	
Office and Inspectors' Stationery, Postage and Contingencies	450 00	
Total	$6,450 00	
To defray the expenses of the County Examinations of Public School Teachers, as follows:—		
Central Committee of Examiners	$800 00	
Printing Examination Papers and Forms of Certificates	750 00	
Postages, Stationery and Contingencies	385 00	
Total	$1,935 00	
To defray the expenses of County Teachers' Institutes	$2,800 00	
To defray the expenses of Superannuated Public School Teachers	$19,608 00	
To defray the expenses of the Normal and Model Schools	$22,875 00	
To defray the expenses of the Educational Museum and Library, as follows:—		
Specimens of School Furniture and Fittings, Apparatus and Maps, Text Books and Works on Education	$1,850 00	

Various Models	275 00
Books and illustrations of Canadian History, Plaster Casts, Photographs and Engravings, Frames, Painting and Fittings	680 00
Restoring and Re-colouring Ceilings	475 00
Fuel and Contingencies	350 00
Total	$3,630 00

To defray the expenses of the *Journal of Education*, as follows:—

Printing, folding and mailing 6,000 copies, at $145 per month	$1,740 00
Deputy Superintendent, as Editor	400 00
Postages on 6,000 copies, $25 per month	300 00
Engraving Plans of new School Houses in Ontario, etcetera, and other Illustrations	250 00
Prizes for School House Plans	150 00
Periodicals and Contingencies	100 00
Total	$2,940 00

To defray the expenses of providing Maps, Apparatus, Library and Prize Books $50,000 00

To defray the expenses of the Educational Depository, Salaries and Contingencies $8,555 00

To defray the expenses of the Education Office, as follows:—

Salaries and Contingencies $18,105 00

March 19th, 1873. Mr. Charles Clarke, (Wellington), from the Committee on Printing, presented their Tenth Report, which was read as follows:—Your Committee recommend, that the following Document be not printed:—Annual Report of the Council of University College for the year 1872.

To defray the expenses of the maintenance of the School of Practical Science, as follows:—

Salaries and Contingencies $8,800 00

To defray the expenses made necessary to cover Expenditure under unforeseen and unprovided and unpaid Accounts of 1872, as follows:—

Education:—

Normal School contingencies	$2,884 69
Libraries, Apparatus and Prizes	4,946 08
Total	$7,830 77

Education:—

Normal and Model Schools, Repairs and Contingencies	$233 86
College of Technology, Maintenance, Repairs, etcetera	$63 21

March 22nd, 1873. The Lieutenant-Governor transmits Estimates of certain sums required to complete the Service of the Province of 1873, and recommends the Estimates to the Legislative Assembly:—

To defray the expenses of works at the Normal School at Ottawa, as follows:—

Purchase of Land	$16,000 00
Buildings	80,000 00
Total	$96,000 00

To defray the expenses of the Normal and Model Schools, Toronto, as follows:—	
Additional to correct error in addition	$1,000 00
Repairs	1,500 00
Caretaker, additional	90 00
Total	$2,590 00
To defray the expenses of the Council of Public Instruction, as follows:—	
Travelling Expenses of Members	600 00
Expenses of Elections and Printing	250 00
Contingencies	50 00
Total	$900 00
To defray the expenses of new Collegiate Institutes	$2,000 00
To defray the expenses of the Education Office as follows:—	
Repairs	$500 00
Museum, (Caretaker's Salary omitted)	200 00
Deputy Superintendent, addition to Salary	200 00
Clerk of Libraries, addition to Salary	200 00
Assistant Cashier, addition to Salary	200 00
Total	$1,300 00

March 24th, 1873. The following Petition was received and read:—Of Mr. R. E. Porritt, and others, of Brock, praying that it may not be made compulsory on County Councils to divide Counties into High School Districts.

March 25th, 1873. The Honourable T. B. Pardee presented to the House, by command of His Excellency the Lieutenant-Governor, the Return to an Address to His Excellency the Lieutenant-Governor, praying that His Excellency will cause to be laid before the House, copies of all Correspondence between any Member of the Executive Council of this Province and the Council of Public Instruction, the Chief Superintendent of Education, or other Member of the Council, since the passing of the Act, 35 Victoria, Chapter 30, making temporary provision as to the Regulations of the Council of Public Instruction, and since the date of the last Return from the Education Department.

The Sixty-first Resolution, respecting the expenses of the Inspectors of Collegiate Institutes and High Schools, having been read,—

Mr. J. C. Rykert moved, seconded by Mr. H. S. McDonald, That this House, while concurring in the Sixty-first Resolution, feels bound to express its opinion that it is highly derogatory to the interests of Education that any Inspectors of High or Public Schools should occupy a political position, either by candidature for Parliament, or by acting, or engaging, in any political contest.

Mr. J. S. McDonald moved in amendment, seconded by Mr. Boulter, That all the words in the Motion, after "That" be struck out, and the following words substituted therefor: "in the opinion of this House, as Mr. J. A. McLennan, one of the present Inspectors of High Schools, was able to devote a large portion of the year 1872 to interfering in political contests, and in a candidature for a seat in the House of of Commons of Canada, which course upon the part of a Person holding such a situation as his was highly inexpedient and detrimental to the Educational interests of this Province, there exists no necessity for an additional Inspector;" and that the word "three" be struck out of the Resolution, and "two" inserted in lieu thereof, and the amount reduced from Six thousand dollars to Four thousand dollars, so as to provide for two Inspectors of High Schools, at Salaries of Two thousand dollars each per annum.

The Amendment, having been put, was lost on the following division:—12 Yeas and 40 Nays. The original Motion, having been then put, was lost on the following division:—17 Yeas and 38 Nays. The Sixty-first Resolution was then agreed to.

March 27th, 1873. The House, accordingly again resolved itself into a Committee of Supply.

Resolved, That there be granted to Her Majesty for the Service of the year 1873, the following sums:—

To defray the expenses of works at the Normal School at Ottawa, as follows:—	
Purchase of Land	$16,000 00
Buildings	80,000 00
Total	$96,000 00
To defray the expenses of the Normal and Model Schools, Toronto, as follows:—	
Additional to correct error in addition	$1,000 00
Repairs	1,500 00
Caretaker, additional	90 00
Total	$2,590 00
To defray the expenses of the Council of Public Instruction as follows:—	
Travelling Expenses of Members	$600 00
Expenses of Elections and Printing	250 00
Contingencies	50 00
Total	$900 00
To defray the expenses of new Collegiate Institutes	$2,000 00
To defray the expenses of the Education Office, as follows:—	
Repairs	$500 00
Museum, (Caretaker's Salary omitted)	200 00
Deputy Superintendent, addition to Salary	200 00
Clerk of Libraries, addition to Salary	200 00
Assistant Cashier, addition to Salary	200 00
Total	$1,300 00

March 28th, 1873. Mr. Charles Clarke, (Wellington), from the Committee on Printing, presented their Twelfth Report, which was read as follows:—Your Committee also recommend that the following Document be not printed:—Return of all Correspondence between any Member of the Executive Council and the Council of Public Instruction, as to the Regulations of the Council of Public Instruction.

The Order of the Day for the House to resolve itself into a Committee, to consider Bill, (Number 64), To consolidate the Public School Law of Ontario, having been read, it was,—

Ordered, That the Order be discharged, and that the Bill be withdrawn.

The Order of the Day for the House to resolve itself into a Committee, to consider Bill, (Number 207), To Consolidate the High School Law of Ontario, having been read,—

Ordered, That the Order be discharged, and that the Bill be withdrawn.

The Order of the Day for the House to resolve itself into a Committee, to consider Bill, (Number 218), to amend the Public and High School Law, having been read, it was,—

Ordered, That the Order be discharged, and that the Bill be withdrawn.

The following Bill was introduced and read the First time:—"Bill, (Number 232), intituled:—"An Act to continue the Act passed in the 35th year of Her Majesty's Reign, Chaptered 30, respecting the Regulations of the Council of Public Instruction." —The Honourable Attorney-General Mowat.

Ordered, That the Bill be read the Second time, forthwith.

The Bill was then read the Second time.

Ordered, That the Bill be read the Third time, forthwith.

The Bill was the nread the Third time, and passed.

The Sixth Resolution, respecting Works at the Normal School at Ottawa, having been again read,—

Mr. H. S. McDonald moved, seconded by Mr. J. C. Rykert, That, in the opinion of this House, there has not been afforded any sufficient proof that any additional Normal School is necessary, and it is highly inexpedient that this Province should be unnecessarily burdened with an expenditure of Ninety-six thousand dollars for the purchase of Land, and the erection of buildings for said School, particularly in view of the fact that our expenditure is increasing at a rate which is perfectly enormous, and that the sum of Ninety-six thousand dollars be struck out.

Ordered, That the Debate be adjourned.

The Order of the Day for resuming the Debate, relative to the Sixth Resolution reported from the Committee of Supply having been read,—

Mr. T. R. Ferguson then moved in amendment, seconded by Mr. H. S. McDonald, That all after the word "That," be struck out, and the following words substituted therefor, "this House considers that there is no necessity proved for the establishment of an additional Normal School; and that if such a necessity did exist, Ottawa is not the proper location for such Normal School."

The Amendment, having been put, was lost on the following division:—14 Yeas and 45 Nays.

The Honourable M. C. Cameron then moved in amendment, seconded by the Honourable J. S. Macdonald, That all the words after "That" be struck out, and the following words substituted therefor, "in the opinion of this House, it is fitting that all proper facilities should be provided at the expense of the Country for the training of Teachers for our Public and High Schools, but the existing Normal School accommodation is sufficient to meet the present requirements of the Province, in this respect, and it will be more in the public interest that new Buildings, at an expense of Nine thousand six hundred dollars, should not be erected, but that the Government should take into consideration the feasibility of meeting the travelling expenses of Students attending the Normal School at Toronto, and that the sum of Ninety-six thousand dollars for a Site and Buildings at Ottawa for a Normal School be reduced to the sum of Ten thousand dollars.

The Amendment, having been put, was lost on the following division:—16 Yeas and 39 Nays. The Sixth Resolution was then agreed to, on the following division:—29 Yeas and 21 Nays.

March 29th, 1873. His Excellency William Pearce Howland, C.B., Lieutenant-Governor of the Province of Ontario, being seated on the Throne, the Clerk of the Crown in Chancery read the Titles of the several Bills to be assented to as follow:—

An Act amalgamating the Nazrey Institute with the Wilberforce Educational Institute, and amending an "Act to incorporate the Wilberforce Educational Institute."

An Act respecting Institutions for the Education and Instruction of the Deaf and Dumb and the Blind in the Province of Ontario.

An Act to incorporate the Dundas Wesleyan Institute.

An Act to incorporate the Brothers of the Christian Schools.

An Act to Establish a School of Practical Science.

An Act to continue the Act passed in the Twenty-fifth year of Her Majesty's Reign, chaptered Thirty, respecting the Regulations of the Council of Public Instruction.

CHAPTER VI.

EDUCATIONAL ACTS PASSED BY THE LEGISLATURE OF ONTARIO 1873.

36TH VICTORIA, CHAPTER XXVIII.

AN ACT TO CONTINUE THE ACT PASSED IN THE THIRTY-FIFTH YEAR OF HER MAJESTY'S REIGN, CHAPTERED THIRTY, RESPECTING THE REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION.

Received the Royal Assent on the 29th of March, 1873.

Preamble. Whereas it is expedient to continue the Act hereinafter mentioned; Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

35 Victoria, chapter 30 continued until end of next session. 1. The Act passed in the Thirty-fifth year of Her Majesty's Reign, Chaptered Thirty, and intituled:—"An Act to make Temporary Provision as to the Regulations of the Council of Public Instruction," shall be and is hereby continued until the end of the next Session of the Legislative Assembly, and no longer.

36TH VICTORIA, CHAPTER XXIX.

AN ACT RESPECTING THE UNIVERSITY OF TORONTO.

Received the Royal Assent on the 29th of March, 1873

Preamble. Whereas it is expedient to amend the Act passed in the Sixteenth year of the Reign of Her Majesty, Queen Victoria, Chaptered Eighty-nine, relating to the University of Toronto, in order to promote the usefulness of the said University; Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Corporation of University, how composed. 1. The Corporation of the University of Toronto, shall hereafter consist of the Chancellor, Vice-Chancellor, and Members of the Senate and of the Convocation for the time being.

Senate, how composed. 2. The Senate shall consist of the Chancellor and twenty-four other Members, exclusive of *ex-officio* Members, of whom fifteen shall be elected by Convocation in manner hereinafter provided, and nine appointed by the Lieutenant-Governor of the Province, under his hand and seal at arms.

Ex-officio members of Senate. 3. The persons filling the following Offices for the time being, videlicet:—The President of University College, the Chief Superintendent of Education for this Province, a Representative appointed by the Law Society of Ontario, the Principal of Upper Canada College, a Representative for the time being appointed by each College or School in this Province affiliated, or hereafter to be affiliated with the said University; a Representative for the time being elected by the High School Masters of Ontario, as hereinafter provided; and all former Chancellors and Vice-Chancellors of the said University, shall respectively be *ex-officio* Members of the Senate; and two Members of the Council of University College shall also biennially in rotation become Members of the Senate, and such rotation shall proceed by seniority until each Member of the Council has in turn become a

Member of the Senate, and so successively, and in case the Member of the Council in rotation at any time is otherwise of the Senate, then the office shall fall to the next Member of the Council; and the Registrar of the said College shall, from time to time, certify to the Registrar of the University, the Members of said Council who, under this provision, become Members of the Senate.

Election of Chancellor.

4. The Chancellor of the said University shall be elected by the Members of Convocation in the manner hereinafter mentioned; Provided always, that the present Chancellor shall continue in office for the first term of three years after this Act shal come into effect.

Term of office of Chancellor.

5. The office of Chancellor of the said University shall be a triennial one, that is to say, the term of office of each Chancellor shall expire on the election of his Successor, in the year next but two after that in which he shall have been elected; and the day on which the Chancellor, (except the first Chancellor nominated in this Act), shall be elected, shall be appointed by Statute of the Senate; and the Members of the Convocation entitled to vote, shall on that day, of which notice shall be given in such a manner as shall be directed by Statute of the Senate, elect a fit and proper person to be Chancellor, and thereupon the term of office of the then Chancellor shall expire, and so from time to time triennially; or, in the case of the death, resignation, or other vacancy in the office of any such Chancellor before the expiration of his term of office, then, at a special election to be holden for that purpose, of which election notice shall be given in such manner as shall be provided by a Statute of the Senate, the Members of Convocation entitled to vote shall elect a Chancellor for the remainder of the term in which such death, resignation, or other avoidance, shall happen.

Vacancy in the office of Chancellor, how filled.

First election of members of the Senate.

6. The election of the first fifteen elective Members of the Senate under this Act, shall be held in Toronto, on the Eighth day of May, One thousand eight hundred and seventy-three. Immediately upon such election being held, the Persons at present Members of the Senate shall cease to be such Members, except such of them as may be elected, or appointed, or are *ex-officio* Members of the Senate under this Act; and the present Vice Chancellor shall continue in office for the residue of the term for which he has been elected.

Convocation of the University.

7. The following Graduates of the University for the time being shall constitute the Convocation of the University, that is to say, all Doctors and Bachelors of Law, all Doctors and Bachelors of Medicine, all Masters of Surgery, all Masters of Arts, all Bachelors of Arts of three years standing, all Doctors of Science, and all Bachelors of Science of three years standing, and also all Graduates holding such other Degrees to be hereafter conferred by the University, as shall be recognized as qualifications for admission to Convocation in the manner hereinafter provided.

Register of graduates.

8. A Register of the Graduates constituting, for the time being, the Convocation of the said University shall be kept by the Registrar of the University; and such Register shall be conclusive evidence that any Person whose name shall appear thereon at the time of his claiming to vote as a Member of Convocation is so entitled to vote, and that any Person whose name shall not so appear is not so entitled to vote.

Election register.

9. The Registrar of the University shall, at least one month previous to the time of any election under this Act, make out an alphabetical list, or Register, to be called "The Election Register," of the names and known addresses of the Members of Convocation, being Graduates of the University, as aforesaid, who are entitled to vote at such succeeding election; and shall put up a copy of said Register at the Entrance Hall annually after

Convocation; and such Register may be examined by any Member of the Convocation at all reasonable times at the Office of the said Registrar; and no Person whose name is not inserted in the said list shall be entitled to vote at such election; Provided always, that in case any Member of Convocation complains to the said Registrar in writing of the improper omission, or insertion, of any name in the said list, it shall be the duty of the said Registrar forthwith to examine into the said complaint, and rectify such error, if any there be; and it further shall be the duty of the Registrar to make out such list annually after Commencement, when Degrees are conferred, and to put up copies thereof in the Entrance Hall of the University.

Proviso.
Errors.

How votes are to be given.

10. The votes at any election by Convocation shall be given for the Chancellor, and for the Members of the Senate respectively by closed Voting Papers, in the form in Schedule "A" of this Act, or to the like effect, being delivered to the Registrar of the University at such time and place, prior to the closing of such election, as may be prescribed by a Statute of the Senate, and any Voting Papers received by the said Registrar by post during the time of such election, or during the preceding week, shall be deemed as delivered to him for the purpose of such election.

List of voters to be sent to graduates.

11. It shall be the duty of the Registrar to send to each Graduate of the University, whose name is on the Register, or list of Persons entitled to vote, where his residence is known to the Registrar, one copy of the form of Voting Paper in Schedule "A" of this Act applicable to the election, or elections, then next to be held; and such form shall be sent in such manner and at such time before the holding of such election as shall be directed by a Statute of the Senate.

List of members of Senate to be sent with list of voters.

12. It shall be the duty of the said Registrar to send with the said form of Voting Paper a list of those Persons then already Members of the Senate, and whose retirement has created the vacancies to be filled at the then ensuing election.

Opening voting papers.

13. The said Voting Papers shall, upon the appointed day of election, and at an hour to be stated by the Statute, be opened by the Registrar of the University in the presence of the Scrutineers to be appointed, as hereinafter mentioned, who shall scrutinize and count the votes, and keep a record thereof in a proper Book to be provided by the Senate.

Election of Chancellor.

14. The Person who shall have the highest number of votes at any election for Chancellor by Voting Papers in the form of Schedule "A" shall be Chancellor of the University for the term of office then next ensuing, or for the unexpired portion of the then current term, as the case may be.

Election of members of Senate.

15. The fifteen Persons who shall have the highest number of votes for Members of the Senate by Voting Papers in the form of Schedule "A" shall be the fifteen elective Members of the Senate of the said University.

Who may be present at opening of papers.

16. Any Person entitled to vote at such election shall be entitled to be present at the opening of the said Voting Papers.

Equality of votes.

17. In case of any equality of votes between two, or more, Persons, which leaves the election of the Chancellor, or of one, or more, Members of the Senate undecided, then the said Scrutineers shall forthwith put into a Ballot-box a number of papers with the names of the Candidates respectively having such equality of votes written thereon, one for each such Candidate, and the Registrar of the University shall draw by chance from such Ballot-box, in the presence of the said Scrutineers, one of such papers in the election of Chancellor, and one, or more, of such papers in the case of the election of Members of the Senate, sufficient to make up the required

number, and the Persons whose names are upon such papers so drawn shall be respectively the Chancellor and such Members of the Senate.

Declaration of result of elections.

18. Upon the completion of the counting of the votes and of the scrutiny, the Vice Chancellor, or other Person acting as, and for, him, shall forthwith declare the result of the election of the Senate of the University; and shall, as soon as conveniently may be, report the same in writing, signed by himself and by the Scrutineers, to the Senate and to the Secretary of the Province.

Appointment of scrutineers.

19. The Senate of the University, or in default, the Chancellor shall, at least two weeks previous to such election, appoint two persons who, with the Vice Chancellor, shall act as Scrutineers at the next ensuing election; and the said Senate, or in default, the Chancellor, shall also, at the same time, appoint a Member of the Senate, who shall act for and as the Vice Chancellor should he be absent from such election.

Informal voting papers.

20. In the event of any elector placing more than one name on his Voting Paper for Chancellor, or more than the required number on his Voting Paper for Members of the Senate, the first name only shall be taken for the Chancellor, and the first names only, not exceeding the required number, shall be taken for the Members of the Senate.

Election of representatives of High Schools.

21. The Registrar of the University shall, at least one month before the Eighth day of May in each year, obtain from the Education Office the names of the Head Master of each of the High Schools, and shall make a list of such names, and shall, thereupon, send a copy of such list to each of the said High School Masters, and request them to elect from amongst the names on such list a Representative to the Senate of the University, who shall hold office for the term of two years, the first term beginning on the Eighth day of May, One thousand eight hundred and seventy-three; and all the provisions of this Act with respect to the election of a Chancellor, or Member of the Senate, and as to filling vacancies and otherwise, shall be applicable to such Representative.

Tenure of office of members of Senate after first election.

22. At the first Meeting of the Senate, next after the first election of Members thereto, as provided in this Act, the Chancellor, Vice Chancellor, or other presiding Officer, shall put into a Ballot-box fifteen papers with the names of the fifteen Persons elected as Members of the Senate, one name upon each paper; and the Registrar, or other Officer to be appointed to act for him in absence, shall draw by chance from such Ballot-box, and in the presence of the Senate, fifteen papers in succession, and the Persons whose names are upon the first three papers so drawn, shall serve as Members of the Senate for five years from the date of the election, and the persons whose names shall, in like manner, be drawn by the second series of three shall serve for four years, by the third series for three years, by the fourth series for two years, and the three remaining shall serve for one year from the date of the said election.

Vacancies, how filled.

23. After the first election of Members of the Senate, as directed by this Act, the vacancies in the Senate, by expiry of term of service, shall be three in each year; the rotation of retirement being first determined by ballot, as hereinbefore provided; and on such day in each year thereafter, as shall be appointed by a Statute of Senate, three persons shall be elected by Convocation in manner aforesaid, to fill the vacancies thus arising, and to be Members of the Senate for the five years then next ensuing such election.

Powers of Convocation.

24. The Convocation of the University shall have the powers following, that is to say, the power of electing the Chancellor and fifteen Members of the Senate in manner hereinbefore provided; the power of discussing any

matter whatsoever relating to the University, and of declaring the opinion of Convocation in any such matter; the power of taking into consideration all questions affecting the well-being and prosperity of the University, and to make representations from time to time on such questions to the Senate of the said University, who shall consider the same, and return to Convocation their conclusions thereon; the power of deciding upon the recognition, upon such terms as the Senate shall propose, of the affiliation of any College, or School, with the said University; the power of deciding upon the mode of conducting and registering the proceedings of Convocation; the power of appointing and removing the Clerk of Convocation, and of prescribing his duties; the power of requiring a Fee to be paid by Members of Convocation as a condition of being placed on the Register of Members; and its Members shall have the right to attend the Annual Convocation for conferring Degrees; Provided always, that, except as in this Act expressly provided, Convocation shall not be entitled to interfere in, or have any control over, the affairs of the University.

Proviso.

Meetings of Convocation.

25. Once at least in every year, and as often as they may think fit, the Senate shall convene a Meeting of Convocation.

Extraordinary meetings of Convocation

26. If twenty-five, or more, Members of Convocation shall, by writing under their hands, require the Chairman for the time being of Convocation, to be appointed as hereinafter prescribed, to convene an extraordinary Meeting of Convocation, and such requisition shall express the object of the Meeting required to be called, it shall be the duty of the said Chairman, within a reasonable time, to convene such Meeting of Convocation.

Proviso.

27. Provided always, that after the first of such extraordinary Meetings, no such extraordinary Meeting shall be convened in pursuance of the clause lastly hereinbefore contained until the expiration of three calendar months from the last of such extraordinary Meetings; Provided also, that no matter shall be discussed at any such extraordinary Meeting except the matter for the discussion whereof it was convened.

Place of meeting.

28. The Senate shall provide a proper place for the Meeting of Convocation, and the proceedings of any Meeting of Convocation shall be transmitted to the Senate at the next following Meeting of the Senate.

Notice of meetings.

29. Notice of the meeting of Convocation shall be given by advertisement, or in such other manner as the Senate shall from time to time determine.

Chairman of Convocation.

30. The office of Chairman of Convocation shall be an office held for the term of three years, unless sooner determined by death, resignation, or otherwise. The Chairman shall be elegible for re-election. At the first Meeting of Convocation the Members present shall elect a Chairman, and the Vice Chancellor shall preside at such first Meeting until such Chairman is elected. Within the year preceding the expiration of every term of the said office, or in case of the death, or resignation, of the Chairman, or any vacancy of the said office, the Members of Convocation present at any Meeting duly convened, or the major part of them, shall elect a Chairman who, if elected during the term of office of any Chairman, shall hold office three years after expiration of the tenure of office of such Chairman, and if elected during a vacancy, then till the expiration of the third year after the commencement of the vacancy. If, from any cause, no Chairman is elected to succeed any Chairman for the time being, then such last mentioned Chairman shall continue in office until his Successor is appointed.

Absence of chairman.

31. If the Chairman shall be absent at the time of the Meeting of Convocation, or if there shall be a vacancy in the office then, before proceeding to business, the Members of Convocation then present, or the major part

of them, shall elect a Chairman, who shall hold office during such Meeting only.

Questions before Convocation, how decided.

32. All questions which shall come before Convocation shall be decided by the majority of the Members present, and the Chairman, at any Meeting thereof, shall have a vote, and in case of equality of votes, a second, or casting, vote.

Quorum.

33. No question shall be decided at any Meeting of Convocation unless thirty Members at least shall be present.

Adjournments.

34. Any Meeting of Convocation shall have power to adjourn to a future day.

Appointments by the Crown.

35. The Lieutenant-Governor of this Province may, at any time after the passing of this Act, appoint nine Persons to be Members of the Senate of the said University, and thereupon, the Secretary of the Province for the time being shall forthwith communicate the names of the Persons so appointed to the Registrar of the University.

Crown appointees, their term of office.

36. The nine Persons so appointed by the Lieutenant-Governor shall retire in rotation by seniority, that is to say, the first three named by the Lieutenant-Governor shall retire in three years from the date of their appointment, the second three in two years from such date, and the remaining three in one year from such date, and the vacancies in the Senate respectively created by such retirements in each year, shall, from time to time, be filled by appointment by the Lieutenant-Governor, the Members so appointd holding office for three years and retiring by rotation on expiry of the said term.

Retirement of Crown appointees to be notified to the registrar.

37. Whenever any such appointment shall be so made by the Lieutenant-Governor to fill vacancies, whether on retirement by rotation, or from other cause arising, the Secretary of the Province for the time being shall forthwith communicate the names of the Persons so appointed to the Registrar of the University.

Provision when vacancies are not filled by Lieutenant-Governor.

38. If at any time by death, or otherwise, the number of the said appointed Members of the Senate shall be reduced below the number of nine, and shall so remain reduced for three months, then, and in such case, and as often as the same shall happen, if the Lieutenant-Governor do not think proper to complete the said number by appointment, the Members of the Senate may at a Meeting to be holden for that purpose, of which notice shall be given to the Provincial Secretary, and to the Members of the Senate in such manner as shall be provided by Statute of Senate, elect one, or more, fit and proper Persons to be Members of the Senate, in addition to the then remaining appointed Members thereof to the end, that by means of such election the number of nine appointed Members of the Senate may thus be completed; and such Members so elected to vacancies by the Senate shall hold office for the term for the remainder of the term pertaining to each such vacancy respectively.

Vacancies, how filled.

39. If, at any time by death, or resignation, or otherwise than by retirement by rotation, the number of the Members of the Senate elected thereto by Convocation, shall be reduced below the number of fifteen, then, at the next ensuing annual election to be held, as directed by Section Twenty-two of this Act, such additional Persons shall be elected in the manner therein provided, as may be necessary to complete the number of elected Members of the Senate to the number of fifteen.

Former Chancellors, etc., re-eligible for election.

40. At all elections to take place under this Act, all retiring Chancellors, or Members of the Senate, shall be re-eligible.

Degrees.

41. The said Chancellor, Vice Chancellor, and Members of the Senate, shall have power to examine for, and, after examination, to confer in such

mode, and on compliance by the Candidate with such conditions as they shall, from time to time, determine, the several, or such as they shall think fit of the Degrees of Bachelor and Master of Arts, Bachelor and Doctor in Laws, Science, Medicine, and Music, and Master in Surgery, and Civil Engineer, Mining Engineer and Mechanical Engineer; and also to confer the several Degrees of Bachelor, Master and Doctor in any Departments of knowledge whatever, except Theology, as the said Chancellor, Vice Chancellor and Members of the Senate, by Regulations in that behalf shall, from time to time, determine, and whether such Departments of knowledge shall, or shall not, include any portion of the Departments of knowledge for which Degrees in Arts, Laws, Science, Medicine and Music, or any of them, are authorized to be conferred by this Act: and such reasonable Fees may be charged for in respect of such Examinations and Degrees respectively, or either of them, as the said Chancellor, Vice Chancellor and Members of the Senate shall, by a Statute in that behalf, from time to time, direct.

Ad eundem degrees.

42. The said Chancellor, Vice Chancellor and Members of the Senate shall also have power to confer any of the said Degrees as *ad eundem* Degrees; but no Degree, so conferred, shall, without the consent of Convocation in each case, entitle the holder thereof to be, or become, a Member of Convocation.

Certificates of proficiency.

43. The said Chancellor, Vice Chancellor and Members of the Senate shall, from time to time, determine, Certificates of Proficiency in such mode, and on compliance by the Candidate with such conditions, as they shall, from time to time, determine, Certificates of Preficiency in such branches of knowledge as the said Chancellor, Vice Chancellor and Members of the Senate shall, from time to time, by Regulations, made in that behalf, determine; and, in addition to the Examination of Candidates for Degrees, as hereinbefore provided, the said Chancellor, Vice Chancellor, and Members

Examinations.

of the Senate may cause to be held, from time to time, examination of Persons including Women, who shall have prosecuted the study of such branches of knowledge in Literature, Science or Art, and who shall be Candidates for such Certificates of proficiency as aforesaid, subject to such Regulations as, by the said Chancellor, Vice Chancellor and Members of the Senate shall, from time to time, be made in that behalf; and on every such examination the Candidates shall be examined by Examiners appointed by the said Chancellor, Vice Chancellor and Members of the Senate; and, at the conclusion of every examination of the Candidates, the Examiners shall declare and certify to the Registrar of the University the name of every Candidate whom they shall have deemed to be qualified to receive any such Certificate, together with such particulars as the said Chancellor, Vice Chancellor and Members of the Senate shall, from time to time, determine; and he, or she, shall, if otherwise approved by the said Chancellor, Vice Chancellor and Members of the Senate, and, if they shall think fit, receive from the said Chancellor a Certificate under the seal of the said University, and signed by the said Chancellor, or by the Vice Chancellor, in which the branch or branches, of knowledge in respect of which he, or she, has been allowed by the said Chancellor, Vice Chancellor and Members of the Senate to obtain the Certificate shall be stated, together with such particulars, if any, as the said Chancellor, Vice Chancellor and Members of the Senate

Fees.

shall deem fitting to be stated therein; and such reasonable Fees may be charged for, or in respect of such Examinations and Certificates of Proficiency, respectively, or either of them, as the said Chancellor, Vice Chancellor and Members of the Senate shall by a Statute in that behalf, from time to time, direct.

Examiner. Affiliation of colleges, etc.

44. No Member of the Senate shall be eligible as an Examiner, and no Examiner shall be eligible for re-election more than four years consecutively.

45. The Chancellor, Vice Chancellor, and Members of the Senate may, with the approval of the Lieutenant-Governor-in-Council, from time to time, by Statute in that behalf, prescribe that any College, School, or other Institution, established in this Province for the promotion of Literature, Science, Engineering, Agriculture or other useful branch of education, upon the application of such College, School, or other Institution, shall be deemed to be affiliated with the said University for the purpose of admitting therefrom as Candidates at any of the respective Examinations for Standing, Scholarships, Honours, Degrees and Certificates which the said Chancellor, Vice Chancellor, and Members of the Senate are authorized to confer, such persons as shall have respectively completed in such College, School or other Institution, whilst affiliated with the said University, such course of instruction preliminary to any of the said respective Examinations for Standing, Scholarships, Honours, Degrees and Certificates as the said Chancellor, Vice Chancellor and Members of the Senate shall, from time to time, by Regulation in that behalf determine; and the said Chancellor, Vice Chancellor and Members of the Senate may, with the like consent of the Lieutenant-Governor-in-Council remove any of such Institutions which shall be affiliated under this section, from its said connection with the University; Provided also, that, excepting such Colleges, Schools, or Institutions, as are now in connection with the University, under special applications heretofore made in that behalf, or as may become so, in conformity with the provisions in this Section contained, and excepting University College, and the Schools of Law and Medicine in the Eighteenth Section of the Act in the recital hereof mentioned, no other College, School or Institution shall be deemed or taken to be affiliated for any purpose with the University.

Proviso.

Persons not educated in the institutions may be candidates for degrees, etc.

46. Persons not educated in any of the said Institutions for the time being affiliated with the said University may be admitted as Candidates for Examination for Standing, or for any of the Honours, Scholarships, Degrees, or Certificates authorized to be conferred by the said University other than in Medicine, or Surgery, on such conditions as the said Chancellor, Vice Chancellor and Members of the Senate may, from time to time, determine.

Examinations of affiliated colleges.

47. The said Chancellor, Vice Chancellor, and Members of the Senate may make such Regulations with regard to the examination of Candidates at any affiliated College, School, or Institution, in this Province as may appear convenient, and such examinations may be conducted by Sub-Examiners upon Papers, or Questions, prepared by the Examiners in the prescribed subjects, and may be deemed and taken as equivalent to the ordinary examinations held for any purpose at the University, and also for Certificates of having undergone a satisfactory examination in any Department of Literature, Science, or Art.

Dean of University College.

48. The Dean of Residence in University College for the time being shall be a Member of the Council of said College.

Powers of Senate over professors of University College.

49. The Senate of the University, upon representations made to it in that behalf, may enquire into the conduct, or efficiency, of any Professor in University College, and report to the Lieutenant-Governor the result of such enquiry, and may make such recommendation as the Senate may think the circumstances of the case require.

New professorships.

50. The Lieutenant-Governor-in-Council may, upon the recommendation of the Senate, establish such other Professorships, or Chairs, in any Department of Knowledge, Science, or Art, in University College as may promote the further efficiency and usefulness of said College.

Retiring allowance to professors, etc.

51. To remove doubts, it is hereby declared, that the Lieutenant-Governor-in-Council may appropriate from the general Income Fund such sum, or sums, as may, from time to time, be necessary for providing retiring allowances, or gratuities, to aged and infirm Professors, Lecturers, Teachers, and Officers upon their resignation, or other deprivation, of the respective offices.

Salary of Bursar.

52. The Salary of the Bursar of the said University may be fixed by the Lieutenant-Governor-in-Council at any amount not to exceed Two thousand four hundred dollars.

Repeal of previous conflicting enactments.

53. Without prejudice to any of the powers conferred by the said recited Act, so much of any of the provisions thereof as conflict with the express provisions of this Act are hereby repealed.

(NOTE. Here follows the usual form of Voting Paper. Schedule A).

36TH VICTORIA, CHAPTER XXX.

AN ACT TO ESTABLISH A SCHOOL OF PRACTICAL SCIENCE.*

Received the Royal Assent on the 29th of March, 1873.

Preamble.

Whereas the establishment of a School for Practical Education in such arts as Mining, Engineering, Mechanics and Manufactures, would greatly promote the development of the mineral and economic resources of the Province, and its industrial progress; Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Establishment of school.

1. A School of Practical Science is instituted in this Province for instruction in Mining, Engineering, and the Mechanical and Manufacturing arts.

Museum of geology and mineralogy.

2. In connection with such School there shall also be established a Museum of Geology and Mineralogy, with other branches, in order to afford aids for practical instruction, and illustrations of the mineral and economic products of the Province.

Site of school.

3. The Site of such School and Museum shall be in the City of Toronto, and the said School and Museum may be continued in the Building already acquired, or such Buildings may be sold and new Premises erected, or obtained therefor.

Gifts, bequests, etc., to school.

4. It shall be lawful for the Lieutenant-Governor-in-Council, on behalf of this Province, to accept, hold and enjoy any gifts, bequests, or devises of Personal, or Real Property, or effects, which any Person may think fit to make for the purposes of the said School and Museum.

Owners of mines to furnish specimens.

5. Specimens of the Ores, Minerals and other products of any Mine now being worked in this Province, shall, on request, be furnished by the respective Owners of such Mines for said School and Museum, and who, in case of refusal to furnish such specimens, shall be liable to a Fine not exceeding Fifty dollars in each case of refusal, to be recovered according to the provisions of the Law respecting "Summary Convictions."

Rules, etc., of the school.

6. The government of the School and Museum shall be under and according to such Rules and Regulations as the Lieutenant-Governor-in-Council may, from time to time, prescribe, and such Rules and Regulations shall contain provisions for the subjects and Course of Study in each branch of Practical Science in which instruction is to be given, and may authorize Certificates of proficiency, Scholarships, or other rewards, to be given after

* By this Bill the College of Tecnology, already in operation in Toronto, was converted into the proposed School of Practical Science.

examination in any of such subjects, and may also impose reasonable Fees for attendance upon Classes and Lectures.

Nature of instruction.

7. The said School shall be furnished with all such appliances and Apparatus as may be necessary for practical education in the hereinbefore mentioned arts, and the Course of Instruction therein shall be with reference to the following subjects:—

(1) The construction and working of Machinery, Manufactures, and Mechanical Powers in general;

(2) The construction of Roads, Bridges, Railways, Water and Drainage system, and other public works;

(3) Mining, and the analysis of Ores and Minerals;

(4) The Chemistry applicable to Arts and Manufactures;

(5) And such further subjects as will promote a knowledge of the Physical Sciences.

Who may attend the school.

8. Besides training Students in regular Classes at such School, instruction shall also be given to Artisans, Mechanics, and Workmen, by evening Classes, in such subjects as may further their improvement in their different callings.

Appointment of lecturers, etc.

9. The Lieutenant-Governor-in-Council may, from time to time, appoint such Lecturers, Instructors and Assistants, as the Lieutenant-Governor-in-Council may think necessary, for the efficient working of said School, and the promotion of its usefulness, and may entrust the internal management and discipline of said School to a Board, or Council, composed of the Lecturers and Instructors therein.

Arrangements with Toronto University and University College.

10. The Lieutenant-Governor-in-Council may make arrangements with University College for the attendance of Students of the said School at such Lectures in said College, as may come within the Course, or subject, of instruction, prescribed by the Rules and Regulations of said School; and may agree with the University of Toronto for the use of its Library and Museum for the purposes of the said School, and for the acquisition of such specimens as have relation to Geology and Mineralogy, and may also affiliate the said School with the said University, but only to the extent of enabling Students of the said School to obtain, at the examinations of the said University, such Rewards, Honours, Standing, Scholarships and Degrees in Science as the said University, under its Statutes, and the Acts of the Legislature in that behalf, may be authorized to confer.

Annual reports to be submitted to the Legislature

11. Full reports of the progress of the said School shall be annually returned and submitted to the Legislative Assembly, which Report shall, amongst other things, contain:—

(1) A Tabular Statement, with the name, place of birth, age, residence and occupation, or intended ocupation of each Student, attending in each Term of said year, and the number of Classes that such Student attended, and his progress, or proficiency;

(2) A similar Statement with respect to the Persons attending evening Classes, or Lectures;

(3) A return of the Lectures, Teachers and Assistants, and the Lectures delivered, or Classes instituted in each Term, and the number of Persons attending each Lecture, or Class.

Fees.

12. All Fees and Moneys received on account of said School, are to be returned to the Treasurer of the Province, by whom all Accounts relating to said School are to be kept.

36th VICTORIA, CHAPTER CXLVIII.

An Act to incorporate The Dundas Wesleyan Institute.

Received the Royal Assent on the 29th of March, 1873.

Preamble.

Whereas James B. Grafton, William Binkley, George F. Burrows, John S. Grafton, W. E. Sanford, Dennis Moore, Joseph Lister, Edward Gurney, John F. Wood, John McKay, James B. Meacham, T. H. A. Begue, Esquires, and the Reverend Messieurs S. D. Rice, D.D., Enoch Wood, D.D., S. S. Nelles, LL.D., Anson Green, D.D., James Preston, W. J. Hunter, John B. Keagey, Ministers of the Wesleyan Methodist Church, by their humble petition in this behalf, have represented that a number of citizens of the Town of Dundas and other residents of Canada, chiefly Members of the Wesleyan Methodist Church, have associated themselves together provisionally for the purpose of establishing and conducting a Seminary of a Collegiate character for the education of Boys and young Men, based upon Christian prinicples, under the name of "The Dundas Wesleyan Institute," according to a certain Prospectus and agreement, dated the Tenth day of October, 1872, and according to certain Resolutions passed at Meetings of the provisional Stockholders, held in Dundas on the Thirteenth and Twenty-fourth days of January, in the year of our Lord One thousand eight hundred and seventy-three, by which the Capital Stock of the said Association is limited to the sum of Forty thousand dollars, divided into Eight hundred Shares of Fifty dollars each,—Two hundred and ninety-eight Shares of which have been subscribed for and taken up, as evidenced by the Stock list; And whereas, the establishment of such Institutions of learning in connection with, and under the influence of Religious Denominations is conducive to the diffusion of sound moral and religious principles as well as intellectual acquirements, and it is desirable to encourage the same; and the said Petitioners having prayed for the incorporation of their said Association:—

Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Incorporation.

1. James B. Grafton, William Binkley, George F. Burrows, John S. Grafton, W. E. Sanford, Dennis Moore, Joseph Lister, Edward Gurney, John F. Wood, John McKay, S. D. Rice, D.D., Enoch Wood, D.D., S. S. Nelles, LL.D., James Preston, W. J. Hunter, John B. Keagey, Anson Green, D.D., T. J. A. Begue, James B. Meacham, and such others as are now, or shall, under the authority of this Act, be associated with them, and their several and respective Heirs, Executors, Administrators, Successors, and Assigns, and all such other Person, or Persons, as shall at any time be possessed of any Share, or Shares, in the said undertaking, hereby authorized to be carried on, shall be and are hereby constituted and declared to be a Body Corporate and Politic, by and under the name and style of "The Dundas Wesleyan Institute;" and by the said name they, and their Successors, shall and may have continued succession, and shall be capable in law of contracting and being contracted with, of suing and being sued, pleading and being impleaded, in all Courts, or places whatsoever, in Law, or Equity; and they and their Successors shall and may have a Common Seal, and may change, or alter, the same, and may also, from time to time, at any ordinary Meeting of the Directors, by a majority of votes, as hereinafter provided, ordain, establish, and put in execution such By-laws, ordinary Rules and Regulations, (the same not being contrary to this Act, or to the Laws in force in this Province), as may appear to them necessary, or expedient, for the management of the said Corporation, its

Corporate names.

Powers of corporation.

DEPT. OF EDUCATION
HISTORICAL COLLECTION

business and affairs, and may, from time to time, alter, or repeal, the same, or any of them, and shall have power to accept, on behalf of the said Corporation, Gifts and Endowments for promoting objects of Education, Science and Literature, or otherwise, in aid of the general purposes of the said Corporation, on such terms as may be agreed upon with the Persons bestowing such Gift, or Endowment; and shall also be in law capable of acquiring by purchase, lease, mortgage, or otherwise, and of absolutely and conditionally holding any Lands, Tenements, Real, or immovable Estate, and the same to alienate, let, release, mortgage, transfer, and dispose of; Provided always, that nothing herein contained shall be considered as permission to hold any Real Estate beyond what may be necessary for the said Corporation to hold for its own immediate accommodation in relation to the purposes for which the said Corporation is authorized, or such as shall have been found *bona fide* mortgaged to it by way of security, or conveyed to it in satisfaction of debts previously contracted, or purchased at sales upon Judgments which shall have been obtained for such debts; and provided, further, that the said Corporation shall be bound to sell, or dispose of, any Real Estate so purchased, or conveyed to them, (except such as may be necessary, as aforesaid, for the convenient carrying on of the undertaking), within seven years after acquiring the same. Proviso.

2. The Capital Stock of the said Corporation shall, until otherwise determined, as hereinafter provided, consist of the sum of Forty thousand dollars, divided into Eight hundred Shares of Fifty dollars each; which Shares shall be, and the same are hereby, vested in the said several Persons hereinbefore mentioned and others, the present Shareholders in the said Corporation, their Successors and Assigns, according to the Shares and interests which they may have subscribed, purchased, or acquired, and may now hold in the same; and such part of the said Capital Stock subscribed for as may not have been paid in by the Shareholders by whom the same is due, shall be paid by them by such instalments, and at such times and places, as the Directors of the said Corporation shall appoint, after notice of not less than two calendar months in that behalf, to be previously given in one, or more, of the public newspapers published in the Town of Dundas, as well as by Circular Letters addressed and mailed to every Shareholder at his last known place of residence; and, in case any such Shareholder shall refuse to pay the same, the said Corporation are hereby empowered to sue for and recover the same with interest at six per centum per annum to and from the time appointed to pay the same; and all Executors, Curators and Administrators who shall pay up the instalments due by the Estate, or Succession, which they may respectively represent, in obedience to any call made for that purpose in the manner aforesaid, shall be and they are hereby respectively indemnified. Capital stock. Calls.

3. If, after such demand, or notice, as is required by the next preceding Section, or as by the By-laws of the Corporation may be prescribed, any call made upon any Share, or Shares, be not paid within such time as by such By-laws may be limited in that behalf, the Directors, in their discretion, by Resolution to that effect, reciting the facts, and the same being duly recorded in their minutes, may summarily forfeit any Share, or Shares, whereon such payment is not made, and the same shall, thereupon, become the property of the Corporation, and may be disposed of as by By-law, or otherwise, as they shall ordain. Forfeiture for non-payment of Calls.

4. The said Corporation shall have power and legal authority to establish and maintain an Institution for learning, to be called by the said name of "The Dundas Wesleyan Institute," for the education of youth, and direct and manage the same for the purposes of education in the Power to establish and maintain the institute.

various branches of Literature and Science upon Christian principles, in such manner as they shall deem most conducive to that end, except in so far as their authority shall be limited by this Act.

First body of directors.

5. The affairs of the said Corporation shall be conducted by a Board of Twenty-one Directors, consisting of the Persons named in the First Section of this Act, who shall serve as such Directors until the First day of January, One thousand eight hundred and seventy-four, or until their Successors are appointed under the provisions of this Act.

Stockholders "ordinary meetings."

6. A general Meeting of the Stockholders of the said Corporation shall be holden in the Town of Dundas, at the Office of the Corporation, on the last Tuesday in the month of December, One thousand eight hundred and seventy-three, and thereafter in each year at such time as shall be fixed by the Directors; and such Meetings shall be called "Ordinary Meetings;" and at such first Meetings seven of the aforesaid Directors, whose names shall be determined alphabetically, shall vacate their seats but shall be eligible for re-election, and the Stockholders present at such Meeting, either in person, or by proxy, nine of whom shall form a quorum, shall

Lay directors.

proceed to elect by ballot seven Stockholders to serve as Directors for the ensuing two years, and in like manner at each ensuing "Ordinary Meeting," seven Directors shall be elected for the term of two years, those having served that term then vacating their office as soon as their Successors shall have been appointed; but, in all cases, the retiring Directors shall be eligible for re-election, and each of such Directors shall be a Proprietor of at least ten Shares, and eleven of the said fourteen of said Directors shall be Members of the said Wesleyan Methodist Church in Canada.

Seven of the directors to be ministers and members of Conference, and appointed by Conference.

7. Seven of the said twenty-one Directors shall be Ministers of the Wesleyan Methodist Church in Canada, and Members of the Conference of that Church, and shall be appointed by the said Conference, and shall hold office for one year, or until their Successors shall have been appointed, but shall be eligible for re-appointment.

President and vice-president, appointment of.

8. The said Board of Directors shall annually, at their first Meeting after such Annual General Meeting, elect by ballot from amongst themselves, a President and Vice-President of said Corporation, and until the first General Meeting as aforesaid, the Reverend S. D. Rice, D.D., shall be President, and the Reverend S. S. Nelles, D.D., LL.D., Vice-President.

Scale of votes.

9. At all Meetings of the Shareholders, each Shareholder may cast one vote for every Share held by him, and every question shall be determined by the majority of votes present at such Meeting.

Resolutions at ordinary meetings invalid unless confirmed at a subsequent meeting, or notice of the intended resolution has been given.

10. No determination, or Resolution of any ordinary Meeting on any matters, except such as are directed by this Act, shall be binding upon the Corporation, unless either the same be confirmed by a subsequent Meeting, of which Meeting and Resolution, or determination, a reasonable notice shall be given by the Secretary, or unless special notice of such extraordinary matter be given in the Advertisement convening such first mentioned Ordinary Meeting

Extraordinary meetings, how called.

11. Every Meeting of Shareholders, other than an Ordinary Meeting, shall be called an "Extraordinary Meeting," and such Meetings may be convened by the Directors at such times and such places as they think fit; and an Extraordinary Meeting of the Shareholders at large shall be convened at any time by the Directors, when a Requisition of any ten Shareholders requiring them to do so, and such Requisition shall fully express the object of the Meeting, and shall be left with the Secretary; and, if the Directors shall fail to call a Meeting within fourteen days thereafter, such Shareholders may call a Meeting by giving notice as hereinafter men-

tioned; Provided that no Extraordinary Meeting shall enter upon business not set forth in such Requisition and notice.

Notice of meetings, how to be given.

12. Ten days' notice of all Meetings, Ordinary and Extraordinary, shall be given by mailing Circulars addressed to the Shareholders at their last known place of residence, which shall specify the place, day and hour of such Meeting.

Quorum of meetings.

13. In order to constitute a Meeting, Ordinary, or Extraordinary, there shall be present nine, or more, Shareholders.

Chairman at meetings.

14. At every Meeting the President, or, in his absence, the Vice-President, or in the absence of both, one of the Directors, who shall be elected by a majority of the Shareholders present, shall be Chairman, and such Chairman shall have not only a deliberate vote but also a casting vote, in case of equality of votes, in all matters before the Meeting.

Adjourned meetings.

15. Every Meeting of the Shareholders may be adjourned from time to time, and no business shall be done at any adjourned Meeting other than business left unfinished at the last Meeting from which such adjournment took place.

Voting by proxy.

16. Every Person entitled to vote may, in writing, constitute any other Shareholder his, or her, proxy, to vote at such Meeting, and every such appointment shall be produced to the Secretary and entered in a Book; Provided always, that such authority shall bear date within twelve calendar months of the time of the Meeting at which it is produced.

Power to fill up vacancies among directors.

17. If any Director resign, or become incompetent, or ineligible, to act, or cease to be a Shareholder, the remaining Directors may elect in his place any other Shareholder, who shall continue in office until the first yearly Meeting after such vacancy, when the Shareholders shall elect a Director, who shall hold office for the same period as he who caused the vacancy.

Power of directors.

18. The Directors shall have the management of the affairs of the Corporation; they shall organize and put into operation and carry on the Institution for Learning for which the Corporation is authorized; they may make and enforce Calls upon the Shareholders; they shall fix the Salaries of the Principal, Teachers and other Officers, or Servants; they shall take control of and may vary, repeal, and make all the Regulations relating to the management, government and discipline of the said Institution, its Services, Studies, Lectures, Exercises and Instructions; Provided always, that no Religious Test shall be required of any Pupil, or Officer, except as hereinafter expressed; they may make any payments and enter into all contracts for the execution of the purposes of the Corporation; they may generally deal with, treat, sell, dispose of and acquire the Lands, Property and effects of the said Corporation for the time being, in such manner as they shall deem expedient and conducive to the benefit of the Corporation; they may appoint and displace the Principal, and all such Officers, Professors, Teachers, Agents, or Servants, as they shall deem requisite for the management and care of the property and affairs of the Corporation; they may make By-laws for the regulation of the affairs of the Corporation; but all the powers so to be exercised shall be in accordance with and subject to the provisions of this Act, and the exercise of all such powers shall be subject to the control and regulation of any General Meeting specially called for that purpose, but not so as to render invalid any act done by the Directors prior to any Resolution passed by such General Meeting; Provided always, that the Governor, as the Person having the moral and religious control in the said Institution, shall be a Minister of the Wesleyan Methodist Church, nominated by the said Directors, but

Proviso.

Governors, appointment of.

appointed by the Wesleyan Methodist Conference; but, if the said Conference shall not confirm such nomination at its first Session thereafter, then the said Directors shall be authorized to appoint any Person being a Member of the said Church to that Office until the next Session of the said Conference.

Meetings of directors, quofum, etc.

19. The Directors shall hold Meetings at such times and place as they shall appoint for that purpose, and they may meet and adjourn as they think proper; and at any time three of the Directors may require the Secretary to call a Meeting of the Directors; and, in order to constitute such Meetings, there shall be present at least seven of the Directors; and all questions shall be determined by a majority of votes; and no Director except the Chairman shall have a casting vote; the President, or Vice-President, or, in their absence, a Director to be chosen, shall preside.

Transfer of shares.

20. The Shares of the said Capital Stock shall not be transferred until paid up, unless such transfer shall be sanctioned by the Directors and duly registered by the Secretary in the Transfer Book; and no Person shall sell, or transfer, any Stock until he shall have paid all Calls for the time being due on any Share held by him.

Actions for calls.

21. The Directors may enforce payment of all Calls and interests thereon by action in any competent Court; and, in such action, it shall not be necessary to set forth the special matter, but it shall be sufficient to declare that the Defendant is Holder of one Share, or more, stating the number; that he is indebted in the sum of money to which the Calls in arrear amount in respect of one Call, or more, stating the number of Calls and the amount of each, whereby an action hath accrued to the Corporation under this Act; and a Certificate, under their seal and purporting to be signed by an Officer of the Corporation to the effect that the Defendant is a Shareholder and that so much is due by him and unpaid thereon, shall be received in all Courts of Law and Equity as *prima facie* evidence to that effect.

Books to be kept.

22. The Secretary shall cause a Book, or Books, to be kept wherein shall be recorded:—

(1) A correct copy of the Prospectus, or declaration, and original Stock List referring to the same, and also every By-law and supplementary declaration for increasing the Capital Stock;

(2) The names alphabetically arranged of all Persons who are, or have been, Shareholders;

(3) The address and calling of every such Person;

(4) The number of Shares held by each;

(5) The amounts paid in and unpaid respectively by each Shareholder,

(6) All Transfers, or Surrenders of Stock in their order, as presented to the Company for entry, with the date and other particulars of each Transfer;

(7) The names, addresses and callings of all Persons who are, or have been, Directors, with the dates at which each became, or ceased to be such Director.

Books to be open to inspection.

23. Such Books shall, during reasonable business hours of every day, except Sundays and holidays, be kept open for the inspection of all Shareholders and Creditors of the said Corporation, or their Representatives, at the Office, or chief place of business, of the said Corporation, and to make extracts therefrom.

Contracts.

24. Every contract, agreement, or engagement, made on behalf of the Corporation by any of its Agents, Officers, or Servants, in general accordance with his powers as such under the By-laws, shall be binding upon

the Corporation; and, in no case, shall it be necessary to have the Seal of the said Corporation affixed thereto; nor shall the party so acting as Agent, Officer, or Servant of the said Corporation be thereby subjected individually to any liability to any third party therefor; Provided always, that the Corporation shall not be authorized to issue any Note payable to bearer, or intended to be circulated as money, or as the Note of a Bank.

Shareholders liable to creditors to the extent of unpaid stock.

25. Each of the said Shareholders, until the whole of his Stock shall have been paid up, shall be individually liable to the Creditors of the Corporation to any amount equal to that not paid up thereon, but shall not be liable to an action by any Creditor before an Execution against the Corporation has been returned unsatisfied in the whole, or in part, and the amount due on such Execution shall be the amount recoverable, with costs, against such Shareholders.

Liability of shareholders.

26. The Shareholders in the said Corporation shall not as such be held responsible for any act, default, or liability whatsoever of the said Corporation, or for any engagement, claim, payment, loss, injury, transaction, matter, or thing whatsoever, relating to or connected with the Corporation beyond the amount of their respective Shares in the Capital Stock thereto.

36TH VICTORIA, CHAPTER CLV.

AN ACT AMALGAMATING THE NAZREY INSTITUTE WITH THE WILBERFORCE EDUCATIONAL INSTITUTE, AND AMENDING "AN ACT TO INCORPORATE THE WILBERFORCE EDUCATIONAL INSTITUTE."

Received the Royal Assent on the 29th of March, 1873.

Preamble.

Whereas the Nazrey Institute and the Wilberforce Educational Institute have petitioned for an Act of Amalgamation, and it is advisable to grant the same; Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

The Nazrey Institute and the Wilberforce Educational Institute amalgamated.

1. The Nazrey Institute shall forthwith be amalgamated with, and shall merge in the Wilberfore Educational Institute; and all the Real and Personal Estate, Property, Assets and Effects, and all Titles, Securities, Instruments and Evidences, and all Rights and Claims of, or belonging to, the Nazrey Institute, shall vest in the Wilberforce Educational Institute; and shall henceforward, for all purposes of bringing, or defending actions, or suits, civil, or criminal, and for all other purposes whatsoever, be deemed to be, and be stated to be the property of the Wilberforce Educational Institute; and the Wilberforce Educational Institute shall have the same and such powers, rights and privileges in relation to the said property of all descriptions, as the Nazrey Institute now has; but no suit, action, or prosecution being carried on, or power being exercised, in the name of the Nazrey Institute, shall be discontinued, or abated by, or on account of such amalgamation, but shall continue in the name of the Nazrey Institute; and the Wilberforce Educational Institute shall have the same rights and liabilities, and shall pay, or receive, like costs, as if the action, suit, or prosecution, had been commenced, or been defended, in the name of the Wilberforce Educational Institute, for the benefit of, or to be satisfied out of, the Wilberforce Educational Institute.

Rights of creditors.

2. The Creditors of the Nazrey Institute shall henceforward, to all intents and purposes, be and become the Creditors of the Wilberforce Educational Institute, and shall have and be entitled to like rights and

privileges as Creditors of the Wilberforce Educational Institute, as they previously have been and were entitled to as Creditors of the Nazrey Institute.

35 Victoria, chapter 113, sections 1 and 5, amended.

3. The Act of Incorporation of the said The Wilberforce Educational Institute, passed in the Thirty-fifth year of the Reign of Her Majesty Queen Victoria, and chaptered One hundred and thirteen, is hereby amended by striking out of Section Five of said Act the words, "subject to the approval of a Judge of the Court of Chancery in Chambers."

CHAPTER VII.

THE SCHOOL LEGISLATION AND EDUCATIONAL ESTIMATES OF 1873.

The new School Bill which was introduced into the Legislature, by the Honourable Attorney-General Mowat during the recent Session of the Legislature, received two formal readings by the House, but was withdrawn on the last day of the Session, in deference to the wishes of several of the Members.

The first seven Sections of the Bill relate to the election every two years of certain Members to the Council of Public Instruction and to the periodical appointment of others by the Governor-in-Council. It was proposed to elect one Member by the Public School Inspectors, one by the Head Masters of High Schools, and one by the Head Teachers of the Public Schools, and of the Roman Catholic Separate Schools. Several Members of the House of Assembly also wished to give the Wardens of Counties, (as the Representatives of the Municipal System of the Province, on which our School System itself is based), the right to elect one Member to the Council.

The Eighth Section of the Bill, relating to High School Districts, as originally introduced, was modified, after a conference on the subject had been held with a number of Members on both sides of the House. With the exception of the Tenth Section, relating to the admission of Pupils to the High Schools, the whole of the remaining Sections of the Bill, as submitted by the Chief Superintendent of Education, and approved by the Attorney-General, was concurred in.

The Educational Estimates which were recently passed by the House of Assembly contain several items, in regard to which the following explanation is given:—

The principal item is the Grant of $220,000 for the Public and Separate Schools. This is an advance on last year's Grant of $20,000. The sum proposed by the Chief Superintendent of Education was $210,000, with an earnest request to the Government to increase the amount to $250,000. A medium sum was, however, agreed to by the Government, and the Grant was fixed at $220,000. And, as explained to the House by the Honourable the Provincial Treasurer, the "$250,000 urged by the Chief Superintendent would be in some proportion to the increase of Pupils, the increased wealth and revenue of the Country, the demands of Education, the sum appropriated for High School Education, the doings of the People, and what is done in the neighbouring States." "The sum," he further remarked, "apportioned to High Schools this year out of the Legislative Grant amounts to from $18 to $20 per Pupil; while the sum apportioned to Public Schools amounts to only thirty-eight cents per Pupil. This disproportion is altogether too great, and is exciting attention in some quarters. Formerly the Legislative Grant for Public Schools amounted to upwards of fifty cents per Pupil; the increase of the Grant has not been at all in proportion to the increase of Pupils in the Schools. Besides, the aggregate amount raised in the Province for Public School purposes during the last year is $2,124,471, the whole of which sum, except the Public School proportion of the Legislative Grant, (of $194,171), has been

self-imposed and raised by the People in the several Municipalities, being an increase of $180,106 over the preceding year. The Legislature ought certainly to keep pace with, if not take the lead of, the People in their various localities in its liberality to promote public education." "The Chief Superintendent explained that no Grant would be more popular and beneficial than an increase of $50,000 to the Public School Grant. The population of the neighbouring State of Pennsylvania does not increase faster in proportion than that of Ontario. In 1869, the Legislature of Pennsylvania granted for Common School purposes, $500,000; in 1870, $650,000; and in 1871, $750,000 were recommended by the State Superintendent. We ought not to fall behind our near American neighbours in educational matters, especially when we have an overflowing Revenue."

2. A new item of $2,500 was put into the Estimates for the organization and inspection of Schools in the new Districts of Algoma, Nipissing and Muskoka, (for which the School Act makes no provision), and also in remote parts of several interior Counties in unorganized Townships. In recommending this grant the Chief Superintendent said, "It is most important to assist and encourage the new settlers to establish Schools for their children; but they often do not know how to proceed, and I am dependent upon information communicated by private individuals in their several neighbourhoods. But the visits of a qualified Inspector would encourage and instruct the new settlers as to their duty and modes of proceeding, and at the same time furnish the Education Department with reliable information and suggestions as to the best means of assisting these new settlements in providing School Education for their children. A copy of the liberal Regulations under which aid is given to Schools in new and poor Townships, is herewith appended.* I propose $6,000 with which to aid these Schools, which is the same as last year."

3. The sum of $2,000 has been put in the Estimates for a third Inspector of High Schools and Collegiate Institutes. In regard to this item the Chief Superintendent said:—"The duties of these Officers are onerous, requiring their absence from home and travelling about eight months of the year, while their qualifications must be of the first order, both as Teachers and Scholars. But I propose to add to their duties, by requiring them to inspect the Roman Catholic Separate Schools, and also to examine the principal Public Schools in Cities, Towns and incorporated Villages, (which are feeders to the High Schools), at least to see how far the Programme and Regulations are carried out in these Schools. The local Inspectors of these Schools are appointed, paid, and their duties prescribed by the several Boards of Trustees. I have no means,

*CONDITIONS OF AIDING PUBLIC SCHOOLS IN NEW AND POOR TOWNSHIPS.—Special aid will be granted (as hereinafter specified), by the Education Department to "Public Schools in new and poor Townships," upon the following conditions, videlicet:—1. That a School Section, or Division, with definite boundaries, has been set apart by the Township Council, (where such exists), or where none exists, by a Public School Meeting, and approved, as reported to the Department by the County Inspector. 2. That at a first School Meeting three resident Ratepayers, (where the Township is organized), or other suitable Persons (in a Township not organized) have been elected as Trustees by the Ratepayers, (in organized Townships), or by subscribers to, or other supporters of the School (in a Township not organized); and that subsequently the election of one Trustee takes place annually in the Section, or division. 3. That a Building and other Accommodation, considered by the County Inspector as suitable for the School, have been provided by the Trustees. 4. That a Teacher holding a legal, or other Certificate, recognized as sufficient by the County Inspector, has been employed by the Trustees for at least six months of the year. 5. That in Sections, or divisions, in new Townships, without Municipal organization, at least one-third of the annual Salary of the Teacher (for the first year), one-half of the Salary (for the scond and third years), and two-thirds of the Salary (for the fifth year), together with the whole of the other expenses of the School have been provided from local sources. 6. That the School Accounts of the Section, or division, have been duly audited by one Person appointed for that purpose by the Trustees, and one by the Ratepayers, and the audit reported to the Inspector and approved previous to the payment by him of the next Grant made by the Department. (See N.B. below.) 7. That all of the information asked for in the accompanying forms has been fully given, so far as it is in the power of the Trustees to do so. 8. That a Report in a prescribed form be sent in to the County Inspector, at the times specified, and certified by him as satisfactory.

I. Upon the foregoing conditions, the Education Department will, for the first year of the existence of a poor School recommended for such aid by the Inspector, in a new Township without Municipal organization, make an annual Grant to it of a sum at least equal to the rate of two-thirds of the annual Salary of the Teacher, as certified by the Trustees; for the second and third years, the Grant will be at the rate of one-half of the annual Salary of the Teacher, and for the fourth and fifth years, at the rate of one-third of the Salary of the Teacher, as certified by the Trustees.

II. The Grants to Schools in poor Townships with Municipal organization, will be made upon a different basis, at the discretion of the Department, and upon the special report and recommendation of the County Inspector.

NOTE.—Should facts, or circumstances, reported to the Department, warrant it, the Grant may be increased, reduced, or withheld altogether in any particular year, or at the end of any particular period specified, as may be deemed most expedient.

N.B.—No part of the Grant made by the Department can, under the School Acts, be applied to any other urpose, than that of the payment of the Salary of the Teacher.

except from these local Officers, (who are only responsible to the Boards that appoint and pay them), to learn whether the School Law and Regulations are observed at all. The same remark applies to Separate Schools. When Professor Young was High School Inspector, I authorized and requested him to visit the principal Separate Schools and report the results. He did so, and his reports were, upon the whole, very creditable to the Schools. Sometimes complaints are made to me that the Separate Schools are not conducted according to Law, and the Register and reports of the attendance of the Pupils are not correct; but I have no means of ascertaining anything on the subject, except from the Trustees of Separate Schools themselves, without appointing an Inspector, whom I have no means of remunerating for his trouble; and if he be a local man, or Inspector of the rival Public Schools, objections are made, and with some show of reason, against his appointment. I, therefore, propose to devolve this duty on Inspectors of High Schools, to remove all reasonable ground of local complaint on any side, and, in order to secure adequate means of reliable information in regard not only to Public Schools in Cities and Towns, but also respecting the Separate Schools; as the 26th Section of the Separate School Act provides, that "The Roman Catholic Separate Schools, (with their Registers), shall be subject to such inspection as may be directed from time to time by the Chief Superintendent of Education, and shall be subject to all such Regulations as may be imposed from time to time by the Council of Public Instruction for Upper Canada."

4. The sum of $82,000 was provided for High Schools and Collegiate Institutes, including $2,500 for new High Schools. These can only be established by the sanction of the Lieutenant-Governor-in-Council, but in the establishment of new High Schools, the allowance to existing High Schools will not be diminished.

5. A new item of $2,800 was also proposed for Teachers' Institutes, which are regarded, established and multiplied in the neighbouring States as most efficient means of prompting and promoting the improvement of Teachers, and as feeders to the Normal Schools. In regard to this item the Chief Superintendent remarks:—"As early as 1850 provision was made in the School Act for this purpose, by granting 'For the encouragement of a Teachers' Institute, a sum not exceeding $100 in any County, or Riding.' (Consolidated Statutes, 22nd Victoria, Chapter 64, Section 120, Clause 'F.') By the 106th Section, Clause 14, of the same Statute, the Chief Superintendent is authorized 'To appoint proper Persons to conduct County Teachers' Institutes, and to furnish such Rules and Instructions as he may judge advisable in regard to the proceedings of such Institutes, and the best means of promoting and elevating the profession of School Teaching, and increasing its usefulness.' But I have not acted upon the provisions of the Law; I have thought it would be a waste of time and money to do so; for although impressed with the importance and utility of Teachers' Institutes, I felt that their usefulness depended upon the manner in which they were commenced and conducted, and there were no Teachers of sufficient eminence in the several Counties, and so thoroughly grounded and experienced in School Organization, Teaching and Discipline, to command the confidence of Teachers generally, and render the exercise of Teachers' Institutes successful. But now we have a considerable number of well-trained Teachers in almost every County, and County Inspectors whose appointments have depended upon their being first-class Teachers. I think, therefore, that Teachers' Institutes can now be advantageously established."

6. The sum estimated for superannuated worn-out Teachers is $19,608. (The sum actually voted last Session was $12,000). "This sum," the Chief Superintendent remarks, "is based on a calculation of the amount of the retiring allowance to 148 old Teachers, with 3,268 years aggregate service, at $6 per year, the maximum sum authorized by Law. Heretofore the Grant was not sufficient to pay a worn-out Teacher little more than one dollar a year for each year he had taught; by getting the Grant increased, as also some increase in subscription, I was enabled to pay them at the rate of two dollars for each year they had taught. I have been able to pay Superannuated Teachers this year at the rate of $4 per annum for each year they had taught. I

explained verbally to your Predecessor in office, (the Honourable A. Mackenzie), that the principle I proposed for the action of Parliament, was to grant dollar for dollar; that is, that the Parliament should grant one dollar for every dollar that should be paid by Teachers for their support when superannuated; but for the current year I proposed the sum of $12,000, although the Teachers' subscriptions will amount at least to $10,000. Instead of raising the allowance of Superannuated Teachers at once to the full sum of $6 per annum for each year they had taught, I proposed to increase it gradually, and let the balance of the Parliament Grant be funded, or invested, and the interest added to the annual allowances to Superannuated Teachers. Mr. Mackenzie approved of this plan; and were it now carried out, there would not be over $10,000 to be invested for that purpose; for the subscriptions of Teachers, under the Law of 1870, have amounted this year up to November, $10,756.71. Out of the Grant of $12,000 voted by Parliament last Session, within $1,243.29 of the whole amount has been covered by the Teachers' subscriptions, (which have been paid into the Provincial Treasury). This $1,243.29 has been the only sum paid out of the Public Revenue this year, (instead of $6,000 as in former years), while the allowance to Superannuated Teachers has been increased one hundred per cent. But I do not dwell upon the trifling sum of $1,243.29, actually paid this year to the Superannuated Teachers' Fund by the Legislature; nor do I propose the investment of any part of the Grant, as I suggested to Mr. Mackenzie last Winter. On further consideration and observation, I think another plan will be more beneficial to Superannuated Teachers, to the profession of teaching, and more economical for Parliament. I propose that the number of Superannuated Teachers, and their aggregate years of service, shall be the basis on which the Parliamentary Grant each year shall be made, allowing at the rate of $6 per year to each Teacher for each year of past service. This arrangement will cheer the heart of every old worn-out Teacher; it will increase his allowance fifty per cent. over that of the current year; it will enable him to know what to depend upon in future, and each Teacher in the work will know what to depend upon by teaching until he become superannuated, and the Parliament will only have to supply the sum necessary each year to meet the demand over and above the amount of the Teachers' subscriptions.

As the aggregate sum proposed for 1873, is $19,608; and the Teachers' subscriptions will be at least $19,000; it follows that the Legislature will have actually to pay out of the Public Revenue less than $10,000. I believe when this arrangement comes to be explained and understood, it will not only be acceptable to the Legislature, but the little opposition which has been attempted to be got up by such Teachers as only teach as a stepping-stone to some other pursuit or profession, will entirely disappear, and the permanence and efficiency of the Teachers' profession will be immensely promoted."

For the *Journal of Education* the sum submitted was $2,940, "including $250 for engraving Plans of new School Houses in Ontario," and $150 for Prizes for Designs for Rural School Houses and Grounds.

The amount proposed for the Educational Depository was $50,000, as against $42,000 in 1872. This item elicited the following discussion in the House of Assembly:—

"Mr. Gibson, of Huron, objected to the item."

"Mr. Deroche thought that the keeping up of this Book and Map establishment, from which publications can be obtained at half price, was an injustice to the general Book and Stationery Trade. He contended, moreover, that some sections of the Province were benefited by it, while others did not receive those benefits."

"Mr. Ferguson said that this establishment was doing good, and should not be abolished."

"Honourable Mr. Mowat was aware that many of the friends of the Government were opposed to this Establishment, but he did not like to abolish it at present. He believed that many of the cogent reasons which were once to be brought in favour of it had ceased to exist. There were powerful considerations on both sides of the question."

"Mr. Oliver presented several Petitions against the continuance of this establishment, and when a Reform Government came into power he fully expected that it would be abolished."

"Mr. Farewell would regret to see this Establishment abolished, because he regarded it as a valuable auxiliary to our invaluable School System. He regarded its existence as necessary to the perfecting of our Common School System, a System of which any Canadian may well be proud. One of the clearest evidences, he said, of a high state of civilization in this Country, is its admirable Educational System, considered in all its parts, from the Common School up to our national University. Perhaps the machinery of this System is as perfect as any on earth. The Officers engaged in the several departments make it a specialty to attend, each to certain duties, and in this way become as nearly perfect as possible. One of the necessities of a perfect system of Education is the means ever at hand to supply as cheaply as possible, such Books, Maps, and Apparatus as experience has shown to be desirable, as aids to the Teacher, and indispensable to the proper alvancement of the Student. The selection of the items which make up the Depository is made a specialty by those in charge of the business, and Members can readily see that instead of its being a huge monopoly, as some Members suppose, it simply supplies the wants of the Schools, without, in any manner, interfering with the general trade of the Province. If any money be saved by the operations of the Depository it is saved for the Country, and if anything be made it is made in the interests of the People. If we would keep our School machinery perfect, we must retain our Depository, and for so desirable, yes, so necessary an object, he, (Mr. Farewell), would give his vote most heartily for the Grant."

"Mr. Deroche thought that if the Premier was sincere in his promise of abolishing this Establishment next Session, the Government should not be asking for such largely increased votes in connection therewith."

"Honourable Mr. Mowat said that until the Establishment was abolished it should be carried on as usual. It was the usual business procedure to send agents to England to purchase, and while the Depository was continued it was but common prudence to operate it according to ordinary business principles."

STATEMENT OF THE PROVINCIAL TREASURER'S RECEIPTS FROM THE EDUCATION DEPARTMENT, FOR THE YEAR ENDING 31ST DECEMBER, 1872.

Normal and Model Schools:—		
Fees, Pupils	$8,422 00	
Interest on $1,000 Dominion Stock to 30th September, 1872	66 00	
Interest on Debentures	13 41	
		$8,501 41
From Depository:—		
Sales of Maps, Apparatus, Prizes and Libraries during the year		33,824 28
Superannuated Teachers:—		
Subscriptions during the year	$10,963 71	
Interest on $2,000 Dominion stock to the 30th of September, 1872	120 00	
		11,083 72
Journal of Education:—		
Subscriptions and Advertisements		264 93
Museum:—		
Sales of Photographs		3 97
Contingencies, Education Office:—		
Postage stamps received in Letters to Depository		119 28
Total		$53,797 58

W. R. HARRIS, Accountant. ADAM CROOKS, Treasurer.

TREASURY DEPARTMENT, TORONTO, 31st December, 1872.

PROCEEDINGS OF THE COMMITTEE ON PUBLIC ACCOUNTS.

March 17th, 1873. The Committee on Public Accounts met this day, and on motion of Mr. S. C. Wood, (Victoria), the Committee requested that Mr. Hodgins, Deputy Superintendent of Education, be notified to appear before the Committee, to-morrow morning, to make some explanation as to the increase of Salaries asked for in the Department of Education.

March 18th, 1873. Mr. Hodgins, Deputy Superintendent of Education, appeared, at the request of the Committee and made an explanation as to the different services performed by the different Officers and Clerks in the Education Department, with a view to having the Committee recommend an increase of Salaries in certain cases.

The Committee adjourned until to-morrow, Wednesday, to meet at 10 a.m., for the purpose of visiting the Education Department, which it did, when full information was given to the Members on the proceedings, and work of the Department.

CHAPTER VIII.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1873.

April 28th, 1873. That the applications received from the Students, Messieurs Straith, Ross, Hillary and Carmichael (to Third year), be assented to.

April 29th, 1873. The Vice Chancellor presented the Report of the recent Examinations in Medicine.

The following are the recommendations for Medals and Scholarships:—

University Gold Medal, Mr. Close; University Silver Medal, to Messieurs Beunan, J. A. Wright and Hogh; Star Gold Medal, to Mr. Mildum, and the Star Silver Medal, to Messieurs Close and Hogh.

On motion of the Vice Chancellor, seconded by Doctor W. T. Aikins, the Report was adopted, and that the Council for the supervision of Upper Canada College for the ensuing year shall consist of Mr. J. H. Morris, the Reverend Doctor Jennings, and Mr. John Helliwell.

Moved by the Vice Chancellor, seconded by Doctor Wilson, and carried, That Professor Calderwood's "Hand-book of Morals" be substituted for Stewart's "Outlines," now out of print, for the examination of 1874.

April 30th, 1873. The Vice Chancellor introduced the Statute respecting the Election of Members of the Senate, which was read the First time.

Read a Letter from Mr. Richard Snelling, LL.B., enclosing a Thesis which he had prepared for the Degree of LL.D., and asking that it should be accepted in lieu of the Thesis required to be written in the Hall, under the Regulations in that behalf. It was,—

Ordered, That the Registrar communicate to Mr. Snelling the decision of the Senate that the Rules cannot be set aside in his case.

May 1st, 1873. The Statute respecting the Election of Members of Senate was read a Second time and passed, on motion of the Vice Chancellor, seconded by Doctor Daniel Wilson.

May 21st, 1873. The following Communications were read:—1. From the Provincial Secretary, informing the Senate of the appointment to it of the Honourable William McMaster, the Honourable John W. Gwynne, the Honourable George Brown, Daniel Wilson, LL.D., Reverend D. J. McDonell, B.D., Goldwin Smith, Esquire, M.A., John McKeown, Esquire, M.A., C. S. Gzowski, Esquire, C.E., and John Macdonald, Esquire, such appointments bearing date the 26th of April, 1873.

2. From the Vice Chancellor of the University, reporting the following gentlemen duly elected by Convocation in the order following, videlicet:—Thomas Moss, M.A., J. Loudon, M.A., J. W. Gibson, M.A., LL.D., J. H. Richardson, M.D., D. E. Blake, M.A., the Reverend J. Campbell, M.A., J. A. McLellan, M.A., LL.D., Thomas Kirkland, M.A., William Mulock, M.A., John Boyd, M.A., W. R. Meredith, LL.B., J. Thornburn, M.D., L. McFarlan, M.B., T. W. Taylor, M.A., and William Oldright, M.A., M.D.; also A. MacMurchy, M.A., as Representative of the High School Masters of Ontario.

The Ballot to determine the term of office of the Members of the Senate elected by Convocation was taken, and was reported to the Senate by the Scrutineers.

On motion of the Vice Chancellor, seconded by the Reverend Doctor McCaul, Messieurs Goldwin Smith, Moss and Boyd were appointed on the Upper Canada College Committee, in addition to *ex-officio* Members.

The Reverend Doctor McCaul presented the Report of the Directors of the Museum, as follows:—

The Directors of the University Museum beg leave to recommend that the sum of $250 be appropriated for additional accommodation, and $500 for additions in the department of Natural History. They further recommend that Mr. Archibald Prior shall be appointed Sub-Curator of the Museum at the Salary of $40 per month.

The Report was adopted, on motion of the Vice Chancellor, seconded by the Reverend Doctor McCaul.

June 3rd, 1873. The following Letters and Communications were read:—

From the Reverend Professor Young, recommending the substitution of Austin's Lectures on Jurisprudence, (I-XXVII), for Lieber's Political Ethics in the Fourth Year. From Mr. H. MacDougall, C.E., reporting on the proposed arrangements for lighting the Building with Gas. From Mr. A. Brown to the same effect. From Doctor Wright, Secretary of the Toronto School of Medicine certifying to the Senate the appointment of Doctor W. T. Aikins as Representative of the first mentioned Body in the Senate.

Moved by the Reverend Doctor McCaul, seconded by the Chairman, and carried, That the Statute, relating to Degrees in the Faculty of Arts be read a First time.

Moved by Professor Cherriman, seconded by Mr. W. Mulock, and carried, That the Statute, re-enacting and amending the Statute on a Finance Committee be read a First time.

Moved by Professor Croft, seconded by Doctor W. Oldright, and carried, That the Statute to amend the Statutes respecting the superintendence of the Grounds and Museum be read a First time.

June 4th, 1873. Read a Communication from Mr. Goldwin Smith, M.A., of the University of Oxford, and from the Reverend George P. Young, M.A., of the University of Edinburgh, asking to be admitted *ad eundem gradum*.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, and carried, That the assent of the Senate be given to the applications of Messieurs Goldwin Smith and the Reverend G. P. Young.

The Vice Chancellor presented his Report of the Examinations in Law, Arts, Civil Engineering and Agriculture, as follows:—

In the Faculty of Law three Candidates presented themselves in the Second Year. All passed. The Scholarship is awarded to Mr. H. J. Scott. In the Third Year there were three Candidates. They all passed. W. T. Walker is recommended for the Scholarship. There were six Candidates in the ordinary examination, for the Final Examination for LL.B., all of whom passed. In the Faculty of Arts all the Candidates for the Degree of B.A., passed, except two. The following recommendations are made for Medals and Prizes:—

Law, Gold Medal, Mr. J. McIntosh; Law, Silver Medal, Mr. J. Minn; Classics, Gold Medal, Mr. F. H. Wallace; Classics, Silver Medal, Mr. J. T. Small and Mr. J. Craig; Mathematics, Gold Medal, Mr. H. P. Milligan; Mathematics, Silver Medal, Mr. W. J. Robertson; Modern Languages, Gold Medal, Mr. J. H. Lang; Modern Languages, Silver Medal, Mr. L. A. McPherson; Natural Science, Gold Medal, Mr. J. Nichols; Natural Science, Silver Medal, Mr. J. B. Hamilton and Mr. J. H. Madden; Metaphysics and Ethics, Gold Medal, Mr. W. J. Robertson; Metaphysics and Ethics, Silver Medal,

Mr. C. J. Linden, Mr. A. Stewart, Mr. C. Fletcher, Mr. J. Fonance, Mr. P. Straith.

Prizes were also awarded to thirty Students and Scholarships to thirteen Students.

In Agriculture Mr. F. Madill passed the Second Year. In Civil Engineering Mr. J. F. McNab passed in the First Year. The following Candidates for Higher Degrees are recommended:—For M.A., Messieurs Doer, White, Hicks, Kingston, Robinson, Biggar and Bumfield; for M.D., Gross; LL.D., McLellan and Snelling.

On motion of the Vice Chancellor, seconded by the Reverend Doctor McCaul, the Report was received and adopted.

Moved by Professor Cherriman, seconded by the Reverend Doctor McCaul, and carried, That the Statute relating to the Finance Committee be read a second time and passed.

June 7th, 1873. Doctor Daniel Wilson moved, seconded by Doctor Croft, and carried, A Resolution fixing the subjects of examination in Honour English in the Fourth and Fifth Years.

Moved by the Vice Chancellor, seconded by Doctor Wilson, and carried, That Austin's Lectures on Jurisprudence, (Section I-XXVII), be substituted for Lieber's Political Ethics in the Fourth Year.

Moved by the President of University College, seconded by Mr. MacDonald, That the following be a Committee to meet the Deputation from the City Council, videlicet:—The Vice Chancellor, the Honourable Adam Crooks, Professor Croft, Judge Boyd, Messieurs McMaster, Gzowski, Loudon and the Mover and Seconder, and that they be instructed to represent in the interests alike of the City and of the University to the Deputation the non-fulfilment, on the part of the City Council, of the Stipulations of the Lease, although extended into the year 1859, and to require the commencement of the work in accordance with the Stipulations before the close of the present year, accompanied by satisfactory engagements that such work shall be completed within one year from June 30th, 1873.

Moved by Professor Loudon, seconded by Professor Croft, and carried, That the Vice Chancellor, the President of the University College, Mr. Gzowski and the Mover and Seconded, be a Committee to select a competent Person to report on the Heating and Ventilation of the Building.

Moved by Doctor Oldright, seconded by Doctor Thorburn, and carried, That the Vice Chancellor, Doctors Richardson, Aikins and McFarlane, Professor Croft, Mr. Moss and the Mover and Seconder, be a Committee to take into consideration the establishment of a Department in Dental Science.

The Statute respecting the subject of Comparative Anatomy in the Faculty of Medicine was read a first time.

Moved by the President of University College, seconded by Mr. Gzowski, and carried, That the Statute relative to Degrees in the Faculty of Arts, including Applied Science be referred to a Committee consisting of the following gentlemen, videlicet:—The Chancellor, the Vice-Chancellor, Mr. Goldwin Smith, Professor Croft, Professor Cherriman, Doctor Wilson, Tutor Loudon, Messieurs Moss, McLellan, MacMurchy, and the Mover and Seconder.

June 10th, 1873. The Senate proceeded to the Convocation Hall, when Degrees were conferred and other proceedings had, as appears in the Book of Convocation.

June 16th, 1873. A Letter was received from the Law Society of Ontario certifying the election of Honourable J. Hillyard Cameron, as a Member of the Senate.

The President of University College presented the Report of the Committee to whom the condition of the Heating Apparatus of the Building was referred.

On motion of Doctor Wilson, seconded by Mr. Thomas Moss, the Statute amending the Statute relating to Medals was read a First time.

Moved by the Reverend Doctor McCaul, seconded by Mr. S. S. Macdonell. (Carried).

Moved by the Reverend Doctor McCaul, seconded by Mr. Gzowski, and carried, That the Report of the Committee on Heating be received and adopted, and referred to the Finance Committee.

Moved by the Reverend Doctor McCaul, seconded by Professor Croft, and carried, That the Report of the Directors of the Museum and all other Reports involving the expenditure of Funds be referred to the Finance Committee.

Moved by the Reverend Doctor McCaul, seconded by Mr. Loudon, and carried, That the Statute respecting the Committees on the Grounds and the Museum was read a Second time and passed, on motion of Professor Croft, seconded by Doctor Oldright.

On motion of Mr. Mulock the Statute respecting Meetings of the Senate was read a Second time and passed.

June 25th, 1873. Read a Letter from the Reverend Stuart Foster, M.A., applying for the office of Librarian of the University

Moved by the Reverend Doctor McCaul, seconded by Mr. Loudon, and carried, That the Registrar be instructed to address a Letter, on behalf of the Senate, to the Clerk of the City Council, calling the immediate attention of the Council to the long continued neglect on the part of the Council of the Stipulations of the Lease of the Public Park and Avenues, and requiring, in the interest alike of the Citizens and of the University, that the necessary work and supervision shall be commenced as soon as possible, or, at furthest before the close of next month, and that satisfactory engagements shall be given for the due performance of all the stipulations in the Lease before June the 30th, 1874, and that the whole matter, on the basis above stated, shall be managed, subject to the approval of the Senate, by the Committee on the Grounds, who shall report their proceedings to the first Meeting of the Senate.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, and carried, That Messieurs Gzowski, McMaster, and Macdonell and Judge Boyd be appointed members of the Committee on the Grounds.

Moved by Doctor Thorburn, seconded by Professor Cherriman, and carried, That the President of University College, Doctor Wilson, Mr. Goldwin Smith, Doctor Oldright and the Mover and Seconder be a Committee to consider the relations existing between this and British Universities, and that the Mover be the Convener of the Meetings of the Committee.

Doctor Oldright moved the Second reading of the Statute respecting the subject of Composition, Anatomy, which was carried.

The Examiners for 1873-4 were appointed by the Senate.

August 11th, 1873. Mr. Bates, Secretary of the Canadian Literary Institute, Woodstock, informing the Senate of the appointment of Reverend Doctor Fyfe as the Representative of that Institution on the Senate.

Read Reports of the following Committees:—(1) On Finance, submitting a scheme of Expenditure for the University, and recommending the appointment of Mr. A. Pride as Sub-curator of the Museum, at a Salary of $40 per month, also an appropriation of $220 for the coming year for the Museum.

Read a Report of the Committee on the Grounds that no answer had been received to the Letter to the City Council from the Senate of June the 26th; that a Letter of July 11th had, however, been received, and was herewith submitted. In acknowledging that Letter, the Committee informed the City Council that it would be laid before the Senate at its first Meeting, and again drew the attention of the Council to the neglect of the Stipulations of the Lease under which the Public Park is held by the City Council.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, and carried, That the attention of His Excellency the Lieutenant-Governor-in-Council be respectfully informed of the fact that $500, in addition to the sum already granted, are required to secure the construction of the Drain on Beverley Street, and the connection of the University Drain with it, and that the Senate consequently pray that His Excellency will be pleased to pass an Order-in-Council authorizing the Bursar to pay such additional amount.

The Statute respecting the Library was read a First time on motion of Judge Boyd.

Moved by Doctor Wilson, seconded by Professor Buckland, and carried, That the Vice Chancellor be authorized to complete the requisite arrangements with the Corporation for connecting the drainage of the University Buildings with the Drain on Beverley Street.

CHAPTER IX.

ANNUAL REPORT OF THE SENATE OF THE UNIVERSITY FOR THE ACADEMIC YEAR, 1871-2.

Presented to the Legislative Assembly by command of His Excellency the Lieutenant-Governor.

TORONTO, 13th February, 1873. T. B. PARDEE, Secretary.

The Chancellor, Vice Chancellor and Senate of the University of Toronto have the honour to present their Report for the Academic Year 1871-2.

During the year certain changes have been made in the Course of Study prescribed in the Faculties of Law and Arts. These changes, (which affect the Department of Metaphysics and Natural Science), are set out in the Schedules hereto annexed. They beg to submit the following tabulated Statement of the Admissions to Degrees, *ad eundem statum*, and Matriculation in the several Faculties and Schools.

Law.—Degree of LL.B., 5; Matriculation, 4.

Medicine.—Degree of M.D., 3; Degree of M.B., 14; Matriculation, 6; *ad eundem statum*, 4.

Arts.—Degree of M.A., 9; Degree of B.A., 23; Matriculation, 44; *ad eundem statum*, 3.

Civil Engineering.—Matriculation, 1.

Agriculture.—Diploma, 1; Matriculation, 2.

Whilst the number of degrees conferred was beyond the average, they can assure Your Excellency that the standard of scholarship has been fully maintained. The Class Lists of the year are herewith transmitted.

W. G. FALCONBRIDGE, M.A., Registrar. LARRATT W. SMITH, Vice Chancellor.

SCHEDULE "A."—TEXT BOOKS TO BE USED IN THE UNIVERSITY OF TORONTO, 1873.

At the Examinations to be held in the University of Toronto, the following Text Books will be used in lieu of those heretofore prescribed in the subjects mentioned:—

Faculty of Law (Logic, Metaphysics and Ethics).—First Year, or Senior Matriculation.—Murray, Logic, (Walker's Edition); Locke, Books II, III and IV; Stewart's Outlines of Moral Philosophy. For Honours.—Thomson, Outline of the Laws of Thought; Tennemann's History of Philosophy, to the end of the Scholastic Period.

Natural History.—Junior Matriculation and First Year.—Instead of Agassiz and Gould's Comparative Physiology, Nicholson's Text Book of Zoology; instead of Gray. Lindley and Bentham, Gray's How Plants Grow. For Honours.—The Elements of Zoology and Comparative Anatomy are substituted for the Books now in use; Owen's Lectures on Comparative Anatomy, and Nicholson's Introduction to the Study of Biology, are substituted for Gray, Woodward and Ogilvie.

Faculty of Arts, (Metaphysics and Ethics).—Second Year.—Locke, Books II, III and IV; Stewart's Outlines of Moral Philosophy. For Honours.—Thomson, Outline of the Laws of Thought; Tennemann's History of Philosophy, to the end of the Scholastic Period. Third Year.—Reid, Intellectual Powers; Jouffroy's Introduction to

Ethics. For Honours.—Locke, Book I, with Cousin's Critique upon Locke; Schwegleb, History of Philosophy, Chapter XXIII to Chapter XLII; DesCartes, Method, Meditations and Principles.

Examination for B.A.—For Honours.—Mill's Logic, Book III of Induction; Hamilton's Dissertations and Notes on Reid; Note "A," On the Philosophy of Common Sense, Sections 1, 2, 3, 4; Note "B," Of Presentative and Representative Knowledge; Note "C," Theories of External Perception; Note "D," Primary and Secondary Qualities of Body, Section 2; Note "D," Perception, Section 1; Notes "D," and "D," Mental Association; Jouffroy, Introduction to Ethics; Kant, Critique of Pure Reason; Schwegler, History of Philosophy, to end of Chapter XLII; Tennemann, History of Pholosophy, Scholastic Period.

Note. The above scheme does not include Political Economy, nor Natural Theology, nor Logic, (except Thomson in the Honour work of the Second Year).

Natural History.—Senior Matriculation and First and Second Years.—Instead of Agassiz and Gould's Comparative Physiology, Nicholson's Text Book of Zoology; instead of Gray, Lindley and Bentham, Gray's How Plants Grow. For Honours.—The elements of Zoology and Comparative Anatomy are substituted for the Books now in use; Owen's Lectures on Comparative Anatomy, and Nicholson's Introduction to the Study of Biology, are substituted for Gray, Woodward and Ogilvie. Third Year.—Nicholson's Manual of Zoology; Rolleston's Forms of Animal Life; and Gray's Manual of Botany, are substituted for the former Books of Reference. For Honours.—The same Books of Reference as are prescribed above for Pass Work.

Examination for B.A.—The work for Honours will be Comparative Anatomy and Physiology of Vertebrate Animals. Books of Reference.—Carpenter's Principles of Comparative Physiology; Huxley's Comparative Anatomy of Vertebrated Animals.

CHAPTER X.

PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS, 1873.

I. The Methodist Church, Representing Victoria University.

Proceedings of the Board of Victoria College.

May 28th, 1873. The Treasurers of the College presented their Annual Report and Financial Statement, which were fully considered and discussed, and finally adopted by the Board.

The Reports of the Agents of the College were also presented and adopted. The Report of the Treasurers of the Endowment Fund was presented by the Reverend Thomas S. Keough and adopted by the Board.

Resolved, That the Graduation Fees from the Candidates of the Medical Faculty in Toronto be refunded to that Faculty for the present year.

The question of offering some compensation to the Auditors, under the Picton Memorial, was considered and referred to the Treasurers for inquiry and report.

The Board proceeded to consider the best plan of continuing the effort for completing the Endowment of the College, and it was decided to recommend the employment for next year of only one Agent, the Reverend J. C. Ash, and to retain the services of the Reverend T. S. Keough as Financial Secretary, Mr. Keough to have charge of all Accounts, Books and Records relating to the various Funds, and Financial Transactions of the University, and to aid the Treasurers in preparing their Reports for the Board and the Annual Conference Meeting. The Salary of the Reverend J. C. Ash was fixed at $800 for the ensuing year.

The President presented a Report of the work of the Theological Department for the past year. The Report was adopted.

The Secretary read a Letter from the Reverend Professor N. Burwash, tendering his resignation as Professor of Natural Sciences, with the view of devoting his time exclusively to the work of teaching Theology, in connection with which the President of the College presented the following Resolutions, intended to give effect to the long-cherished wishes of the Board as to Theological training, and to place that department of the University on a more permanent basis:—

I. That a Faculty of Theology be established in the University of Victoria College to be composed of the President of the University, a Dean of the Faculty, and such a staff of Professors and Tutors as the Board shall, from time to time, appoint.

II. That it shall be the duty of the Dean to preside in the Faculty in the absence of the President of the University, and to prepare for the Board and Conference an Annual Report of the work done in that Department of the University.

III. That all Probationers, except Undergraduates, sent to the College by the Conferences shall pursue, under the direction of the Faculty of Theology, such a Course of Study as the Conference shall prescribe.

IV. That all Funds contributed for the permanent Endowment of the Theological Department shall be held in trust exclusively for the education of Candidates for the Christian Ministry, and shall be invested in safe Securities, the interest only being available for current expenses; and the Treasurers shall keep a separate account of such Endowment Funds, as well as of all special subscriptions, or collections, taken up to meet the current expenses of the Theological Faculty, and shall make an Annual Report of the same to the Board and to the Conference.

These Resolutions having been unanimously adopted, the Reverend Nathaniel Burwash, M.A., B.D., was appointed Professor of Biblical and Systematical Theology and Dean of the Faculty of Theology.

In consequence of the resignation of the Reverend Professor N. Burwash, as Professor of Natural Sciences, the best method of securing a competent Successor was carefully considered and the following Resolution unanimously adopted:—Moved by Mr. William Beatty, seconded by the Reverend Richard Jones, and,—

Resolved, That, in the opinion of this Board, it is expedient and necessary for the interests of the University that a Professor to fill the vacant Chair of the Natural Sciences be selected from the Graduates of some European University, and that the Reverend President Nelles be requested to visit Europe, with the view of such selection, and that this Board pay the necessary expenses of such a visit.

The question of the amount of Salary to be paid to the new Professor was referred to a Committee, consisting of the President of the College, the Treasurers, the Chairman of the Board and Mr. J. H. Dumble.

June 4th, 1873. The Treasurers, Trustees of the Endowment Fund, and the Agents of the College presented their respective Reports, which were received and adopted. The Minutes of the Board for the year were read by the Reverend Doctor Nelles, and also a series of Resolutions, relating to the organization of the Theological Department. The item of $35.70, on motion of Treasurers, seconded by Reverend R. A. Campbell, was ordered to be struck out of the Financial Report. The Reverends R. Jones, G. R. Sanderson, S. S. Nelles, and Mr. W. H. Gibbs, M.P., were appointed Trustees of the College. The following were appointed Visitors:—The Reverends Doctor Rice, S. Rose, W. S. Griffin, E. H. Dewart, and Messieurs J. J. MacLaren, John MacDonald, B. M. Britton, W. W. Dean, Thomas Holden, Doctor Lavell, W. Beatty and Doctor Brown. The Reverend Professor Burwash read the Theological Report, which was adopted. The thanks of the Meeting were presented to the Auditors and the Treasurers. Moved by the Reverend Doctor Nelles, seconded by the Reverend Doctor Ryerson, and,—

Resolved, That a Letter be written by the Secretary of the Conference Annual Meeting of the College to the Widow of late Mr. Edward Jackson, expressing the

gratitude of the Wesleyan Conference, and of the friends of Victoria College, for the noble Christian Liberality of that Gentleman's bequest to Victoria College for establishing a Theological Chair.

November 20th, 1873. The Reverend Richard Jones and Mr. William Kennedy, M.A., were appointed Trustees of Endowment Fund.

The Members of the College Board in Cobourg, with the Superintendent of the Cobourg Circuit, and the Chairman of the Cobourg District, were appointed a Committee on Finance and Repairs. The Reverends T. A. Ferguson and William Briggs were appointed Auditors. The Reverends Messieurs Jones, Rose and Nelles were instructed to agree upon proper remuneration to Auditors in the case of the Picton Memorial, and to settle the matter without delay.

The President of the College reported upon his recent tour in Europe, and recommended the appointment of Eugene Haanel, Ph.D., of Breslau, Prussia, as Professor of Natural Sciences in Victoria College, with a Salary of $1,500 per annum. The motion, having been seconded by the Reverend Richard Jones, was carried unanimously.

The sum of $110 was appropriated to procure Apparatus for the Laboratory.

The President of the College, having stated to the Board that a very valuable collection of Apparatus was to be had in Breslau at a cost much below value, the President of the College was authorized to procure the same with the understanding that the outlay in the purchase would be abount $2,000.

In case of the retirement of Doctor Berryman from the Medical Council, it was,—

Resolved, That Doctor Canniff, Dean of the Faculty of Medicine, should take his place as Representative of the Victoria University.

The sum of $200 was appropriated to the Reverend T. S. Keough, as a compensation for keeping the Books of the Endowment Fund, and for other services as Financial Secretary.

The Reverend Joshua H. Johnson, M.A., being present, he was requested to make an oral report of his labours since Conference, and, from the great success of his efforts, it was,—

Resolved, That, in accordance with a previous agreement, the sum of $200 be added to his Salary.

It was further agreed that a vigorous effort should be made by the other Agent, the Reverend J. C. Ash, to collect all subscriptions now due within that part of the field allotted to him by the Board.

Report of the Theological Department of Victoria College, 1873.

The Instructors in the Department of Theology in the University of Victoria College beg leave to submit the following Report of the work done in the Academic year now closing.

The instruction given has been partly in separate Classes, and partly in the Classes of the Faculty of Arts, and has embraced the following subjects:—

The Evidences of Christianity; the Prinicples of Natural Religion and Ethics; Homiletics; the Exegesis of the New Testament; Biblical Literature, Criticism, and Interpretation; the Language and Exegesis of the Old Testament; Systematic Theology; Biblical Theology; Practical Theology; Biblical History, and Geography.

In the Evidences of Christianity, the Class have read the standard work of Paley, under the instruction and combined with the Lectures of the President. They have also read in connection with the Principles of Natural Religion and Ethics, Stewart's Active and Moral Powers, in the same way. The President has also delivered a course of Lectures on Homiletics, and has given special instruction to Theological Students on Applied Logic, in addition to the Arts Course in Theoretical Logic, which they have largely attended.

The Classes in New Testament Exegesis have read the whole of the Gospels of Saints Mark, Luke and John, under the instruction of Doctor J. Wilson. He has also conducted a Class in Biblical Literature, who have read Parts I, II, III and IV of Angus' Bible Handbook, to page 179. The Reverend Professor N. Burwash has conducted a Class in Hebrew Grammar and translation, and a more advanced Class in the Exegesis of the Old Testament. They have read parts of the first nine Chapters of

Genesis, with Lectures on the Creation, the Primitive State of Man, the Temptation and Fall, and the History of the Flood. In Systematic Theology, the Classes have read the Reverend Mr. Pope on the Person of Christ; and the third and fourth parts of Watson's Institutes. These Text Books were accompanied by a course of fourteen Lectures on the Method, Classification, and Relation of the Theological Sciences. In Practical Theology the Class have studied carefully the "First Four Volumes of Mr. Wesley's Sermons," and those who presented themselves before the Conference Board of Examiners obtained, without exception, First, or Honour Class, Certificates. This was also the case with the Class in the third and fourth parts of Watson's Institutes.

The Classes in Biblical History and Geography, have read considerable portions of the able works of Doctor Smith, on the Old and New Testaments. The Reverend Professor Reynar took charge of the Class in Old Testament History, and also gave instruction in Rhetoric to a number of Conference Students.

A commencement has also been made in the important subject of Biblical Theology, in a course of twelve Lectures by the Reverend Professor Burwash, on the Theology of the Epistle to the Romans. In connection with this the Students read the Greek text, upon which the Lectures were founded. The total number of Students who have availed themselves of this course of instruction during the year has been twenty-six. Ten of these have taken the Practical Theology and Biblical History of the preliminary year; twenty have pursued one, or more, branches of Exegesis, Biblical Literature, and Biblical Theology; six have taken the course in Systematic Theology, and twelve have pursued Ethics, and the Evidences of Natural and Revealed Religion.

In conclusion, we would ask the attention of the Board to the favourable reception of the Curriculum for the Degree of B.D., established during the past year. Four Candidates have presented themselves on the subjects of the Third Year, and three on those of the First and Second Years. Others have presented themselves for single subjects; and some, who entered their names, but did not appear, may come up at the September Examinations. By this course we believe a new impetus will be given to the cultivation of the highest branches of Theological Science by the Ministers of our own and other Churches; and we hope that ere long our University may be able to offer instruction, as well as Examinations, on all of these subjects.

Signed on behalf of the Faculty.

TORONTO, June, 1873. N. BURWASH.

PROCEEDINGS OF THE FIFTIETH ANNUAL CONFERENCE OF THE WESLEYAN METHODIST CHURCH IN CANADA.

On motion of the Reverend Richard Jones, the Annual Conference Meeting of Victoria College was held.

The Reverend Richard Jones, Clerical Treasurer, of the College Board, read the Report for the last year, which stated the gratifying fact that they had got through the year with very little bank accommodation, and had reduced the liabilities of the College. A reasonable addition has been made to the Salaries of the Professors. The late Mr. Edward Jackson, of Hamilton, bequeathed Ten thousand dollars to the Trustees of Victoria University to assist in the endowment of a Theological Professorship, or to aid the funds of the College. The Collections authorized by the last Conference had been of great benefit. To the Endowment Fund, $93,309 have been promised, and $62,646 of that sum have been paid.

Mr. William Kerr, the Co-Treasurer, (and Mayor of Cobourg), then read the Financial Statement in detail. He paid a well-timed compliment to the Reverend Doctor Aylesworth, for the indefatigable manner in which he laboured for the reduction of the debt, which he was the main instrument of accomplishing.

A detailed account of the Endowment Fund was read by the Reverend Samuel Rose, and the Agents' Reports were read by the Reverend T. S. Keough.

The Reverend Professor Burwash read the Report of the Theological Department, which gave a very satisfactory account of what had been done with the limited means at the disposal of the Faculty.

The Reverend Doctor Nelles thanked the Conference for the expression of its confidence. He reviewed the twenty-three years which had passed away since he was taken from the Pastorate in this very City that he might take charge of the College. The appointment was not sought by him, and as an argument to induce him to accept

the position, the then Nestor of the Conference, (as he was pronounced to be by the Reverend Doctor Douglas), videlicet, the Reverend John Ryerson, assured him that he could not possibly get the Institution lower than it then was. They had passed through some dark days, but he was glad that they had done some good to the Country in training distinguished men for all professions, at least one hundred others had passed through the halls of their University. The vote now received encouraged him.

The following Report of the Committee on our Theological Institutions, was laid before the Conference and adopted:—

1. That all Probationers sent to Victoria College be distinguished as Undergraduates, or Theological Students; the Class of Undergraduates to consist of those Students proceeding to a Degree in Arts, according to the rules which have heretofore obtained in the Conference; all others to be reckoned as Theological Students.

2. That the preliminary Examination required of Undergraduates, who offer themselves for our Ministry, shall embrace Biblical History and Wesley's Sermons.

3. That in the Third Year they shall substitute for Whateley's Rhetoric, Watson's Institutes, Parts III and IV.

4. That, in case they proceed regularly to the Degree of B.A., they shall be exempted from the remaining subjects of the Fourth Year's Course of Study.

5. That the Students at the Theological Schools shall consist of a preliminary Class, and two advanced Classes for Probationers.

6. That Students presenting themselves for admission to the preliminary Class, shall be recommended by a Quarterly Meeting, and shall present a Certificate of such recommendation to the Head of the Institution, such recommendation to be made at the August Quarterly Meeting.

7. That the Course of Study for the preliminary Class shall consist of the subjects at present assigned by Conference for the preliminary Examination.

8. That the Examination of the preliminary Classes be conducted by the Conference Board of Examiners, as heretofore.

9. That the Course of Study for the Theological Class of Probationers shall extend over two years, and shall be accepted as equivalent to the present Fourth Year Course of Study.

First Year.—Systematic Theology; Logic and Metaphysics; Rheteric, English Composition and Elocution; the Elements of the Greek Language.

A Student, who has already mastered the elements of Greek, may take in this year the elements of Hebrew, with the New Testament Exegesis of the Second Year. Those whose age and previous circumstances render it inadvisable to commence the study of a new Language may take an equivalent.

Second Year.—Systematic and Biblical Theology; Church History, or Natural Science; Ethics and Evidences; Homiletics and Exercises in Elocution; the Greek or Hebrew Language continued; New Testament Exegesis.

Those who take General Church History, may take in this year the History of Methodism and the Methodist Church, and its Polity, in connection with Modern Church History.

10. That Examiners be appointed by Conference, who, in connection with the Professors, shall examine the Theological Students on the foregoing course, and award them graded Certificates, as heretofore, to be presented at the District Meeting, and reported to Conference.

Toronto, June, 1873. Charles Lavell, Secretary.

The Dundas Wesleyan Institute for Boys.

At a meeting of the Subscribers of the Dundas Wesleyan Institute, the following Resolutions were passed:—

That the name of the proposed Corporation be the Dundas Wesleyan Institute.

That there shall be twenty-one Directors, seven to be Ministers of the Wesleyan Methodist Church, to be named by Conference; fourteen to be lay Directors, nine of whom are to be Members of the Wesleyan Church.

That the Institute be incorporated by Act of the Ontario Legislature; that the incorporation Act shall be similar to that incorporating the Wesleyan Female College of Hamilton.

That the Capital Stock of the Corporation shall be Forty thousand dollars, divided into Eight hundred Shares of $50 each.

That a Call be made on account of Stock now subscribed of twenty per cent., and that the same shall be payable into the Office of the Canadian Bank of Commerce to the credit of the Treasurer, on or before the tenth day of February, 1873.

A Meeting of the Directors was held at the Institute on the 14th of February, 1873, at which it was,—

Resolved, That the Plans and Specifications to be procured for the addition to the Institute be for the accommodation of One hundred Boarders.

Annual Address of the Conference to the Members of the Wesleyan Methodist Church.

Our University at Cobourg, from whose Halls have gone forth so many of your Sons, thoroughly equipped for the warfare of life, and are found in the pulpits and foremost places of the land, was never more prosperous, nor gave brighter augury of future success than at present. A Theological Department has, through the liberality of kind friends, been established at Cobourg, and at Montreal, which we commend to your sympathy and support. Your Female College at Hamilton, under the successful government of the Reverend Doctor Rice, is accomplishing a great work in imparting the highest Christian culture to a large number of your Daughters, and investing them with most potent influence for good in their future home circles, which cannot fail to bless the Church and the world. Institutions at Dundas, in Ontario, and in Stanstead, in Quebec, are also inaugurated under able Governors for the higher education of your young people, and we ask your prayers that the Divine Blessing may rest upon these enterprises, that they may be eminently successful in imparting a sound religious education, and thus advance the cause of truth and righteousness.

Address at the Victoria University Convocation, 1873, by Doctor Goldwin Smith.

He said:—When present on this occasion at the distribution of the Honours and Prizes of a University, his mind travelled back to that old romantic City by the side of the Thames, full of ancient Buildings and ancient memories; and, although, we could not bring that City here, nor those academical Institutions, we must provide such Institutions as were suitable to the needs of the Country, such Institutions as he felt had been provided here. It was not easy to select a theme for an occasion like the present. All persons had assented to the fact that high education was most desirable, and had an immense effect upon national culture; but there was one thought that suggested itself, that as one conferred Prizes upon the most distinguished Students of the University, and as those who had taken these Prizes were no doubt most highly gifted with talent, they had also the largest measure of intellectual responsibility and liabilities; and it was, therefore, with a feeling of great interest and with no small emotion that one saw them going forth into a world so full of intellectual difficulty, doubt, and danger, as the world at present is. Our day appeared beyond all preceding days to be filled with general and especially with religious doubt. Perhaps in appearance the excessive scepticism and disturbance of our day were greater than in reality. Sometimes what we took for an increase of crime was merely an increase of the detection of it; and in the same way, what we took to be an increase of scepticism and difficulty was merely an increase in the means of its detection. We must recollect that this was the first age of the world in which there had been perfect freedom and liberty of thought. It, perhaps, was true that the diversity of opinion and amount of controversy were unequalled in the history of the world, and some people looked upon this as portending some great convulsion; perhaps, however, the convulsion would not come. He compared this state of things to crossing the Alps, where, as one advances through its mountain passes, there appears every now and again a point which you fancy having once reached, you can go no further; still, on reaching that point, you are able to continue your journey as before. Such was the course of history. Mankind always

appeared to be approaching the brink of some great precipice, or about to encounter some insuperable barrier, but as soon as they arrived at it, the path was again clear; and thus these difficulties which threaten the very foundations of society will probably in the same manner disappear; still, there could be no doubt that these were days of great intellectual difficulties, and that questions had been raised such as had never been raised before; that the moral, intellectual and religious principles of this world appeared to be shaken; and the best preparation for entering into and meeting the difficulties of such an age was a sound education, which qualified those who had received it for taking a calm and intelligent view of those problems presented to them. With this preparation he hoped the Students present to-day would go forth into the world; but there were perhaps one or two remarks for him to address to Students who, like them, were about to find themselves launched upon this troublesome world. He might, perhaps, speak with some feeling upon this subject, because every one who was an Oxford Student in his time must have found what the pressure of such disturbances was. In the first place, let us not exaggerate our difficulties. Let us not think when some new theory is propounded, when some new discovery is made, that its influence is more extended than it really is, that it is going to overthrow beliefs and convictions which it does not touch. All the world is now disturbed by the Darwinian hypothesis. It was a very ingenious one, and one which was not likely to pass away without leaving some little residuum of truth behind; that it was not essentially true already appeared. It was a hypothesis of perpetual and universal transition, but Darwin had not yet been able to produce from the existing *fauna* or *flora*, or from the archives of the rocks, one really transitional form. But, granting the truth of the Darwinian theory with respect to the descent of man, he, (Mr. Smith), wished people would pay more attention to the ascent of man. Still, what mattered it with regard to our moral actions, or conduct, in life how we became man? We all knew that we had passed through inferior and rudimentary phases; we knew that man was originally created out of the dust of the earth; but why should that lead us to aim the less high, or prevent our doing anything less than virtue has hitherto done? If we only considered for a moment, we would see that that hypothesis had really no bearing upon our moral life. He, (Mr. Smith), had himself seen in his time things of this sort, which seemed at first very formidable and threatening, pass away. He remembered that when a student at Oxford, and attending the lectures of Doctor Buckland, who was, in one sense, the founder of English Geology, that gentleman was driven to all sorts of subterfuges of language to draw people's attention away from the fact that he believed the world to be older than it had been thought to be. We had now accepted Doctor Buckland's theory, and what had happened? The great truth with regard to the unity of the Deity and the fact that the world was created had not been in any way affected by that change; but on the contrary, it was now more evident that before. Again, the question as to certain moral difficulties in the Old Testament disturbed people's minds very greatly, and he recollected the senation made when the Reverend Doctor Monsell, the late Dean of St. Paul's, brought out a series of Lectures to show that in point of fact man could know nothing of God, and, therefore, was not able to judge of His divinity. To this a very forcible answer was of course given, that if a man knew nothing of God, he could know nothing about His goodness. These facts had led him, (Mr. Smith), to observe, to use a mythological figure, that the spear of Achilles often healed its own wound,—that we must wait and let the science develop itself, and, when it has run its course, it will also heal the wounds it has itself made, and we would see that God is the Author of all truth. He would say to those who were about to pass through the same ordeal he passed through as a Student, Do not be much overcome by the dominant opinion of the time; preserve your independence and your peace of mind, and keep yourselves cool. Well he remembered the influence of the Reverend Doctor Newman, when Tractarianism was at its height. It was then high and dry Establishmentarianism. It possibly was high, it certainly was very dry. Doctor Newman, with all the poetry of the new Catholicism, with all the poetry of Gothic architecture, took their young

hearts by storm, and they thought that it was the culmination of all movements, and that it was the one which was to regenerate the world; and what was the result? Doctor Newman's party was now broken up, and its intellectual wrecks were cast upon every shore. Then he remembered the influence exercised upon the young mind by the first publication of the philosophy of Comte, dressed out as it was with the most imposing generalities of science and history. Now all Writers of the same school of thought as Comte regarded his theory as a thing of the past. They admitted that it had stimulated enquiry, but, on its ruins, they founded other theories. The same with regard to Buckle's theory; nobody now believed that all the moral, spiritual, and social life of man are deducible from his primitive food. They could not help to a certain extent surrendering themselves to the influence of a great theory and of a great teacher of the hour, but they should still remember how many clouds have passed the sun, and that each successive doubt, or perplexity, that arose might in its turn be another passing cloud. They should remember that the great problems now before the world are problems requiring the most laborious investigation, and are not to be solved in a lifetime; and they must therefore be patient, they must remember that if they knew anything of themselves, they were in the hands of a Divine Justice, Who would not lay on them burdens heavier than they were able to bear. They could themselves greatly aid the enquiry, not by taking part in it, but by keeping their minds open, by lending a willing ear to truth, no matter from what quarter it came, and by spreading around them a spirit of fairness, toleration, and candour, and putting down whatever is the reverse. He learned that in this University there were Students of different Denominations; and he presented himself before such an University with pleasure, because he was convinced that after all our religious divisions and dissensions the time was coming when we should remember the only One name mentioned in the Gospel,—remember that we are not Unitarians, or Episcopalians, or Methodists, or Presbyterians, but Christians and nothing else. And they might depend upon it that it was the simple morality of the Gospel, without anything which, in the course of eventful ages, had been laid upon it, and the simple type of character presented to them in that Gospel, which would carry then through these perplexing times. Still he thought without disparagement to any other Church, the Wesleyan Methodists had a considerable advantage over other Religious Bodies. All except the Wesleyan Methodist Churches had been more or less in antagonism to other Christian Churches, but the Church of Wesley was founded in antagonism only to irreligion and immorality. It was founded in the Eighteenth century, when nearly all the controversies between the different Churches were almost dead, and when the struggle was only one against the vice of the world.—The Wesleyan Church had a great advantage in its reuniting and harmonizing influence over all the other Churches of Christendom. After a few further remarks, the learned Professor concluded by expressing his cordial wishes for the success of Victoria University, and those who were just going forth from it.

The Reverend Doctor Ryerson said it was nearly forty years since he went to England and obtained from George the Fourth a Charter for Victoria University, the first Charter granted to any Institution of that description outside of the Church of England. At the same time he received by the authority of the Imperial Government a Grant of £4,000; but the chief work in the establishment, erection, and maintenance of the University through years of great difficulty and deprivation, and of not a little opposition, was done by the people of Canada. At the time he was in England he obtained from His Majesty the first Charter in favour of a Wesleyan Institution that had ever been granted. He had set it on an entirely free footing, having repudiated anything like tests. He might appeal to all the chiefs of this Institution, and to all those who had received their intellectual training in it, whether it was not among the greatest advantages of its administration that its teachings were associated with all those principles of our common Christianity which are the primary source of the highest social progress of man, and were also of incalculable worth to the heart and mental culture. He pointed out the advantages of the extension of Christian sympathy,

a feeling which was the very spirit of the Christian Church, the element of its vigour and its motion. He pointed out in eloquent terms the benefit which we ourselves reaped, and which we conferred on our neighbours, by warmth of heart and liberality of sentiment, and said that if there was anything worthy above every other virtue that a man should possess, it was the true element of love. He hoped this Institution might prosper still more and more; and although his voice might not be raised in the future as in the past in the advocacy of its interests, while memory held a place he should feel a deep interest in its progress, its maintenance, and its ultimate triumphs.

The Chairman intimated that the late Mr. Edward Jackson, of Hamilton, had bequeathed in his will the sum of $10,000 for the benefit of this Institution, from which they expected to create a Salary for a Theological Chair in connection with the University. This was the largest bequest that had been made to the University since its establishment, and he expressed himself deeply grateful for the benefaction. Mr. H. W. Brethour, of Brantford, had within the last few days established a Scholarship of $100 a year. Mr. Brethour seemed to have been immediately prompted to this benefaction, in addition to former kindnesses, by his acquaintance with Mr. Mills, now Head Master of Brantford High School, and who was formerly a Master in connection with this University. Mr. Mills had been authorized to say that the gentleman referred to would give the sum of $100 yearly to be given to the best of the Matriculants. Another had been established by the Reverend Edward Wilson, Wesleyan Minister, of New Jersey, out of appreciation for the kindness received by his deceased Son, who was a Student at the College. It amounted to $30 annually, to be given to the highest Student of the Graduate Class in the department of Mathematics, that being the department in which his Son had studied with the greatest success. He was certain they all appreciated very much this mark of generosity and high regard on the part of a gentleman almost an entire stranger to them, and only connected to them by the link to which he had already alluded. Mr. T. McNaughton, of Cobourg, had also founded for a period of five years an annual prize of $20, for proficiency in Elocution.

II. The Presbyterian Church of Scotland, Representing Queen's College, 1873.

Proceedings of the Synod of the Presbyterian Church of Canada.

June 10th, 1873. Mr. Kenneth Maclellan, in the absence of the Reverend Principal Snodgrass, presented and read the Annual Report of the Board of Trustees of the University of Queen's College, and also Report from the Executive Committee appointed to provide a Supplementary Endowment for that Institution. Whereupon it was moved by Mr. McGillivray, seconded by Mr. Mann, and passed unanimously, That the Reports be received and adopted; that the Synod record their satisfaction at the improved condition of the College financially, and at the increase in the number of Students attending the Institution; declare their confidence in the careful management of its affairs; approve of the efforts to extend its equipment; commend the College anew to the regard and liberality of the Membership of the Church; and express their gratification at the supplementary statement made to the effect that the Trustees have been able to secure the services for next Session of two able Lecturers on Pastoral Theology and the relations of Natural Science to Revelation.

Doctor Williamson, Governor, read the Annual Report of the Committee on the Scholarship and Bursary Scheme. It was moved by the Reverend D. J. Macdonnell, seconded by the Reverend A. Currie, and passed unanimously, That the Synod receive the Report, and thank the Committee for their diligence; record their gratification at the increasing number of Candidates for the Ministry; enjoin Presbyteries to see that the Congregations within their bounds do their duty in making collections for this important Scheme, more especially in view of the growing demand upon its men attending Morrin College with a view to enter the Ministry shall, so as to be at liberty to do so; and re-appoint the Committee.

Report of the Trustees of Queen's College, 1872, 1873.

In their Report to the last Meeting of Synod, the Trustees expressed their apprehension that the ordinary Expenditure this year would be in excess of the Revenue. This would certainly have been the case but for a donation of £200 Sterling, ($968.89), the second of the same amount, within two years, most generously placed at our disposal by the Colonial Committee of the Church of Scotland. It appears from the Treasurer's Financial Statements, herewith submitted, that the Revenue has been, by $531.44, more than equal to the demands made upon it, although a sense of duty constrained the Board to increase the current Expenditure, by raising the Salary of Professor Dupuis from $1,000 to $1,400. It will be seen from Statement Number 1 that the general expenses, exclusive of Salaries, amounted to only $711.82.

The total amount collected under the Endowment Scheme is $100,409.46. This includes $6,669.84 received for Revenue, and $827.05, disbursed for expenses in prosecuting the Scheme. The whole sum realized for Capital is, therefore, $92,912.57, which is subject, as noticed in the two last preceding Reports, to a debt of $7,807.90, incurred by meeting deficits in the Revenue for the years 1869-71.

Although the College is not now labouring under the pressure of pecuniary embarrassment, its financial position cannot, by any means, be said to be easy. The curtailment of ordinary expenses, for some time unavoidable, cannot, without detriment, be any longer continued. It is impossible, without borrowing, to which the Trustees are averse, to introduce any of the numerous improvements which appear to them to be desirable. Apart from the augmentation of Salaries, a subject which claims serious attention, Funds are required for Apparatus of various kinds, for the fixing up of the Library and adding to its contents, for improvements in the Convocation Hall and on the Grounds around the College, while a separate Building for a Gymnasium and place of resort, to be used by the Students during vacant hours, or intervals between Classes, would be a very great convenience and advantage. The formation of a Prize Fund is also an object to be aimed at, because it might both afford relief to the General Expenditure and be the means of procuring Prizes of greater value than can be given at present. The Trustees have pleasure in stating that several special Donations for Class Prizes were made by Graduates of the University during the past Session. To the Alumni of former years, now in a position to encourage their successors, this should commend itself as an excellent way of showing their interest in the prosperity and usefulness of their Alma Mater, and it is hoped that the spirited beginning, which has been made, will be largely extended in future years. Having barely mentioned a number of purposes for which money is urgently needed, the Trustees invite assistance and willingly give their assurance that contributions shall be faithfully expended according to the wishes of the Donors.

The Trustees have much satisfaction in reporting that, through the exertions mainly of one of their number, the Reverend D. J. Macdonnell, of Toronto, the valuable services of Mr. Melville Bell, formerly Professor of Elocution in University College, London, were secured for several weeks before the Christmas Holidays. All the Students eagerly availed themselves of Professor Bell's instructions in the Art of Reading and derived much benefit from them. The arrangement cost $500, but the money was raised in Toronto and Kingston, so that there was no charge to the College on any account of it. The Trustees solicit the attention of the friends of the College to the importance of providing for such services in future Sessions. It was proposed to have one, or two, special Courses of Lectures in the Theological department, similar to those which the General Assembly of the Parent Church, through the liberality of one, or two, gentlemen, was enabled at its last Meeting to institute at the Scottish Universities: but various causes operated adversely to the success of this proposal. The subject has engaged the attention of the Board, and it is hoped that something effectual will be done next Session in reference to it.

Mr. John Watson, Master of Arts of Glasgow University, at the beginning of the Session entered upon his duties as Professor of Logic, Metaphysics and Ethics, and his manner of discharging them, the Trustees rejoice to say, has corresponded satisfactorily with his unusually high reputation as a qualified Teacher of Philosophy.

Mr. James Russell, of Hamilton, Ontario, has contributed $150 to begin the foundation of a Scholarship of the annual value of $50, to be competed for by Matriculants of the Fourth Year in Arts, at a Special Examination in writing on the subject of Bible History; and the unknown, generous friend, in one of the Maritime Provinces, who two years ago sent $400, and last year $200, has this year contributed $200 for the Dominion Scholarship; which, by his request, is open to Students in Theology belonging to any Presbyterian Church.

Last year the number of registered Students was thirty-nine, of whom twenty-three had the Ministry in view. This year the corresponding numbers are fifty and twenty-nine, of whom there were ten in the Theological Hall. It deserves to be noticed, as being a most unusual occurrence, that of the Undergraduates of 1871-72 none failed to return this Session. In the affiliated Institutions, namely, the Royal College of Physicians and Surgeons, and the Kingston Collegiate Institutes, the numbers in attendance are respectively fifty and eighty-two.

KINGSTON, 24th April, 1873. JOHN HAMILTON, Chairman.

NUMBER ONE.—STATEMENT OF ORDINARY REVENUE AND EXPENDITURE OF QUEEN'S COLLEGE AT KINGSTON, FOR THE YEAR ENDING THE 10TH OF APRIL, 1873.

Revenue.

		$ cts.	
Grant from Colonial Committee of Church of Scotland		1,460 00	
Temporalities Board		2,000 00	
Dividends on Bank Stock		2,392 00	
Kingston Observatory		500 00	
Fees, Graduation		121 50	
Interest on Mortgages, Government Securities, Debentures and Bank Deposits		5,280 56	
Subscriptions, Donations, etcetera, videlicet: ...			
Colonial Committee of the Church of Scotland, £200 Sterling	$968 89		
Canada	200 00		
Interest on Subscriptions to Endowment Fund	50 01		
		1,218 90	
			$12,972 96

Expenditure.

Salaries	$11,730 00	
Insurance, Repairs, Taxes on City Lots, etcetera	711 82	
Balance, (surplus)	531 14	
		$12,972 96

KINGSTON, 21st April, 1873. W. IRELAND, Secretary-Treasurer.
Certified as correct.

KINGSTON, 22nd April, 1873. JOHN KERR, JOHN CREIGHTON, } Auditors.

NUMBER THREE.—BALANCE SHEET, SHOWING THE ASSETS AND LIABILITIES OF QUEEN'S COLLEGE ON THE 10TH OF APRIL, 1873.

Debit.

	$ cts.
Royal Charter, cost of	3,107 37
Class Apparatus	3,633 92
Library, Expenditure on	3,399 68
Furniture account	1,429 09
College Premises	41,740 61
Bank Stock	37,100 00
Dominion Stock	12,900 00
Montreal Public Property Stock	10,010 00
Debentures	27,500 00

		$ cts.
Bills Receivable		600 00
Lands		600 00
Mr. Jonathan R. Trumpour		160 00
Mortgages on Real Estate		25,336 55
Mr. Archibald Livingston		199 50
Toronto Ladies' Scholarship, three Shares of Bank Stock	$300 00	
Kingston Ladies' Scholarship, three Shares of Bank Stock	300 00	
		600 00
Toronto Freehold and Savings Society		502 69
Merchants' Bank Endowment Fund Account		760 13
Merchants' Bank, General Funds		2,326 28
		$176,423 82

Credit.

	$ cts.
Endowment of the New Chair in Theology	1,163 22
Michie Bequest	2,000 00
The Reverend Alexander Lewis	400 00
Mr. Henry Glass, Memorial Scholarship	500 00
Funds for Investment	3,022 96
Bursary Endowment	2,309 75
The Leitch Memorial Funds	2,462 03
Students in Divinity	155 00
Queen's College Endowment Fund	92,912 57
Scholarships	1,714 23
Profit and Loss	69,784 06
	$176,423 82

KINGSTON, 21st April, 1873. W. IRELAND, Secretary-Treasurer.

Certified as correct.

KINGSTON, 22nd April, 1873. JOHN KERR, JOHN CREIGHTON, } Auditors.

REPORT OF THE GENERAL COMMITTEE ON THE ENDOWMENT OF QUEEN'S COLLEGE, 1872-73.

The total sum of receipts at this date is $100,632.46. This includes contributions to the ordinary Revenue of the College, amounting to $669.84, and expenses incurred by the prosecution of the Scheme to $827.05. Deducting these two amounts from the aggregate of receipts, the whole sum realized for Capital is shown to be $7,807.90, caused by shortcomings in the Revenue for the years 1869-71.

The whole decrease of Income since the suspension of the Commercial Bank, given in detail in the last Report of the Committee is $7,030.00. To take its place the College is now in receipt of an Annual Revenue of $6,106 from Securities purchased by Funds collected under the Endowment Scheme. While this result is exceedingly gratifying, it is yet inadequate. It is, therefore, earnestly hoped that the interest hitherto taken in the Scheme will not stop short of a complete restoration of the former financial position. Friends responsible for subscriptions not yet paid are particularly urged to discharge their obligations without delay. By so doing they will add from $500 to $600 to the Revenue.

The last Report of the Committee contained such full information respecting the progress of the Scheme that it is deemed unnecessary to enter into details on the present occasion.

KINGSTON, 31st May, 1873. W. SNODGRASS, Convener.

III. The Church of England, Representing Trinity University.

The Proceedings of the Council of Trinity College.

January 15th, 1873. The Bursar read a Statement of the Receipts and Expenditure for the year 1872, and an Estimate of the Receipts and Expenditure for the year 1873.

The Committee appointed on the matter of increase in the number of Professors, and of the Salaries of Professors, reported as follows:—

The Committee appointed to consider the question of appointing additional Professors for the College, and whether the permanent Income will admit of such additions being made to the Staff, and an increase to the Salaries of the present Professors, have pleasure in reporting in the affirmative on both questions. The system of rigid economy adopted on the recommendation of former Committees, also with the realization of an amount of hitherto dormant Capital, having happily converted the deficit that existed for some years into a surplus that may be safely estimated at $1,200,—of this sum the Committee recommend that one-half, $600 be set apart for the Salary of an additional Professor, or Lecturer, and the remaining $600 be applied to an increase of existing Salaries as follows:—The Provost, Salary of $2,400, increase of $300; Professor Ambery, $1,600, increase, $200; Professor Jones, $1,200, increase, $100; said increase to date from the 14th of October, 1872.

The Report was adopted.

Resolved, That, in accordance with the notice given in May last by the Committee on Statutes, the Statutes of Trinity College, Chapter III, Section 5, be amended by substituting for the words "one year," in the second line of the Section the words "two years."

The Committee appointed in November, 1872, to consider the Memorial of the Reverend J. W. R. Beck, to the Synod of the Diocese of Toronto with respect to Trinity College, and to report on same, brought up their Report as follows:

NOTE. This elaborate Report deals entirely with controversial matters, based upon the following extract from the Memorial, (which is omitted).

That Trinity College, which was founded A.D. 1851, does not command the confidence and the support of the Members of the Church in the Province of Ontario, and has, therefore, failed to accomplish the object for which it was established.

The Report was adopted, and a copy was directed to be sent to Mr. Clarke Gamble, Chairman of the Committee appointed by the Synod to consider and Report on said Memorial.

January 16th, 1873. Resolved, That Doctor Ellis and Doctor Kennedy be appointed to the Professorships of Chemistry and Medical Jurisprudence in the Medical Faculty, respectively.

May 14th, 1873. Mr. James Henderson took his seat as a Member of the Council.

The Bursar laid on the Table the two Books of Accounts relating to the Capital and General Account of the University.

Mr. Carman from the Land and Finance Committee read the Certificate of Audit of the College Account, to the 1st of April, 1873.

Resolved, That Doctor Ellis be appointed Lecturer in Physical Science in the University, his appointment dating from the 1st of January last, and his Salary for the year 1873 being $400.

The Committee appointed to examine what repairs were necessary in and about the College Grounds and Buildings made a report on the details of repairs needed, when it was,—

Resolved, That the Report now presented be received, and that the Committee be requested to continue their services by ascertaining the best terms upon which the Repairs can be executed; and that such as are deemed indispensable be at once proceeded with.

June 11th, 1873. The Bursar reported that he had recommended through the Archdeacon of Niagara, the Legacy left to the College by the Will of the late Mr. T. C.

Street, of $4,000, and that he had deposited the same in the Bank to "Capital Account," when it was,—

Resolved, That the Corporation of Trinity College, having been informed at their Meeting of this day by the Bursar and Secretary that he had received from the Executors of the late Mr. T. C. Street, his bequest of $4,000, to the Funds of the College; hereby convey to the said Executors their grateful acknowledgment of the kindly remembrance of the interests of the College evinced by this bequest, on the part of one who was formerly a Member of their Body.

Resolved, That the Committee on Repairs be instructed to have 200 Trees planted in the College Grounds during the coming Autumn.

The Committee on Repairs made a further detailed second Report, and it was,—

Resolved, That the above Report of the Committee on Repairs be adopted, and that they be requested to proceed with the work without delay.

November 12th, 1873. The Land and Finance Committee made the following Report:—

That there is to the credit of the Capital Account in the Bank, up to the 1st instant, $5,267.90, and to the credit of the General Account, $2,839.75.

That there has been expended during the year, out of Capital Account for Repairs of the College, the Provost's House, the Cricket Ground for Students, the sum of $1,367.69.

The Committee presented the half yearly Statement, up to the 1st of July, 1873, of the Receipts and Expenditure, also the Two Books, showing the "Capital Account" and the "General Account" required to be produced at the General Meeting in May and November in each year. It was,—

Resolved, That the Report be adopted.

The Committee on Repairs, etcetera, made a further detailed Report, as follows:—

Your Committee have had the Ornamental Trees planted, as authorized by the Council; they have been placed on the south and west boundaries of the College Grounds, and a double row up the central approach to the College Buildings, the contract made with Mr. John Gray, Nurseryman, is for 250 Trees at a cost in all of about $150.

It was,—

Resolved, That the Report be adopted.

Resolved, That the Corporation of Trinity College record with deep concern the death of William Hallowell, M.D., L.R.C.S., Professor of Materia Medica and Therapeutics in the Medical Faculty, whose connection with the same extends not alone to the recent revival of the Faculty, but to the original organization of the Medical School on the foundation of the College; and offer to his Widow and Family an expression of respectful condolence on their great and lamented bereavement.

Resolved, That Mr. Henry Cameron be appointed Instructor in Music for the current Academical year at a Salary of $100, provided that he can secure the attendance of a Class averaging six in number, and for three hours' practice.

Resolved, That to remove any doubt, the Chancellor be requested to consider the question of the right of the Bishop of Algoma to take his seat as a Member of the Corporation of Trinity College; and that his opinion being in the affirmative, the Provost be requested to address the Bishop on the subject.

Resolved, That, after the present year, the Annual Meeting of the Convocation of the University of Trinity College be held on the last Thursday in October, at one o'clock p.m.

December 26th, 1873. The Meeting, having been called to consider the granting of leave of absence to Professor Ambery, in consequence of the state of his health, it was,—

Resolved, That the Reverend Professor Ambery be granted leave of absence until the 1st day of July next, in consequence of the state of his health; and that he be informed that, if he find himself unable to resume his duties at that period he shall

communicate with the Provost, in order that such arrangements may be made to fill his Professorship as the Corporation may deem advisable. In granting this leave of absence, the Corporation express their regret that the state of Mr. Ambery's health renders this leave necessary, and hope that it will lead to a complete and speedy restoration of his health.

Resolved, That the Corporation directs the payment of $100 to Mr. Ford for Lectures given on Mr. Ambery's behalf during the Michaelmas Term, and instructs the Bursar to pay the Salary of Mr. Ambery for the ensuing quarter in advance,—and also the cost of his passage to England by Steamer.

Resolved, That the services of the Reverend Mr. Pearman be secured to take the Reverend Mr. Ambery's duties for such remuneration as may be agreed upon between the Chancellor, the Provost and Professor Jones.

IV. The (Free) Presbyterian Church, Representing Knox College, 1873.

Proceedings of the Board of Trustees of Knox College.

June 5th, 1873. The Assembly of the Free Presbyterian Church called for the Report of the Board of Management of Knox College. The Report was presented and read by the Reverend Doctor Topp, the Chairman of the Board. Doctor Topp read also the Report of the Building Committee, appointed by the Board; the Report of the College Senate, and the Financial Report.

The Report of the Board of Examiners was read by the Reverend J. M. King, the Convener.

There were read in connection with the foregoing Reports, the following papers:—Extract Minute of the Presbytery of Guelph, asking the General Assembly to fill the Chair of Systematic Theology, in Knox College, and nominating the Reverend William McLaren to the office; extract from the Minutes of the Presbytery of Paris, stating that at a Meeting of the Presbytery on the 11th of March, proposals were made to submit the name of the Reverend Doctor Topp, and that of Mr. McLaren to the Assembly, for appointments to the Professorship of Systematic Theology, in Knox College, but at which it was resolved to make no nomination; Extract Minute of the Presbytery of Huron, nominating the Reverend Robert Ure, of Goderich, for appointment to the Professorship of Systematic Theology in Knox College; Extract Minute of the Synod of Montreal, transmitting an Overture from the Presbytery of Ottawa, in relation to the constitution of the Board of Examiners, recommending certain changes, and that the Regulations, with amendments suggested, should be enacted as a standing Law of the Church; an Extract Minute of the Synod of London, transmitting an Overture from the Presbytery of Huron, in the matter of proceedings of the Board of Examiners, in relation to certain Students of Theology.

June 6th, 1873. The Assembly proceeded to consider the Overtures on the appointment of Professors of Divinity, in the Presbyterian College, Montreal, and in Knox College, Toronto, namely, from the Presbytery of Guelph to appoint the Reverend William McLaren, Professor of Systematic Theology, in Knox College; from the Presbytery of Huron, to appoint the Reverend Robert Ure to the Chair of Systematic Theology in Knox College; from the Presbytery of Paris recommending that the Chair should be filled, but making no nomination; from the Presbytery of Toronto, to transfer the Reverend Professor Gregg to the Chair of Systematic Theology, and appoint the Reverend John Campbell to the Chair of Church History and Apologetics, in Knox College.

It was moved by the Reverend Doctor Waters, seconded by the Reverend Thomas McPherson, and agreed to, That the action of the Board of Knox College in accepting the resignation of the Reverend Professor Inglis be sustained. In parting with their Brother, Doctor Inglis, the Assembly cannot but give expression to their high esteem of him as a man, their admiration of his Christian character, their sense of his worth

as a Pastor, Preacher and Professor; and further, they would express their regret that he felt it to be his duty to resign his Chair in the College and sever his connection with the Church.

June 6th, 1873. It was moved by the Reverend J. M. King, seconded by Mr. W. Meikle, That the remaining matters brought up by the reports of Montreal College and Knox College, Toronto, be remitted to a Committee to bring up recommendations thereon, and report at an early Sederunt.

It was moved in amendment by the Reverend Doctor Waters, seconded by Mr. A. B. Simpson, That the Assembly proceed now to elect a Professor to fill the Chair of Systematic Theology in Knox College.

Votes being taken, the amendment of the Reverend Doctor Waters was carried by a majority, over the motion of the Reverend J. M. King, and the Assembly decided to proceed to the election of a Professor for Knox College.

It was then moved by the Reverend Doctor Waters, seconded by Mr. John Ross, That the Reverend William McLaren, of Knox Church, Ottawa, be appointed Professor of Systematic Theology, in Knox College, Toronto.

A vote was then taken between the motion of Doctor Waters and an amendment of Mr. Cuthbertson, when the motion was carried by a large majority, and the Assembly in accordance with said motion did, and do hereby, appoint the Reverend William McLaren Professor of Systematic Theology in Knox College, Toronto.

The Reverend Doctor Waters and Mr. Ross were appointed to inform Mr. McLaren of the action of the Assembly, and to report as to his acceptance of the Professorship.

June 10th, 1873. The deliverance in the Report on Collegiate Education was read by the Reverend Doctor Topp.

On motion of the Reverend William Cochrane, seconded by the Reverend Doctor Proudfoot, the deliverance was adopted.

There was taken up and read an Overture from Members of the Assembly, signed by the Reverend Doctor Proudfoot and many others, representing the expedienecy of appointing a Principal of Knox College, and praying that the Reverend Professor Caven be appointed such Principal.

It was moved by the Reverend Professor Gregg, seconded by Mr. John Burton, and unanimously agreed to, That the Overture be received, and that the Reverend William Caven, Professor of Exegetical Theology, be, as hereby appointed, Principal, as prayed for, and that his designation be, the Reverend the Principal of Knox College.

June 11th, 1873. The Reverend Doctor Waters, from the Committee appointed to confer with the Reverend William McLaren as to his acceptance of the appointment to the Chair of Systematic Theology in Knox College, reported that Mr. McLaren had intimated to the Committee his acceptance of the Professorship.

It was moved by the Reverend Doctor Waters, seconded by Mr. H. McQuarrie, and agreed to, as follows:—The General Assembly agrees to record its high satisfaction that Mr. McLaren has seen it to be his duty to accept the office of Professor in Knox College.

June 12th, 1873. 1. That the Assembly tender thanks to the Reverend Doctor Topp, and the Reverend J. Campbell, for their valuable services rendered to the College and the Church, in their kindly consenting to take part in the work of the Session, when the College Staff was unexpectedly weakened by the resignation of the Reverend Professor Inglis.

2. That the services of a competent Teacher of Elocution be secured for next Session.

3. That the Board be instructed to convey the thanks of the Assembly to the gentlemen who established Bursaries, or Prizes, in connection with the College, during the past year.

4. That the One thousand dollars, ($1,000,, of the Alexander bequest used this year for current expenses be refunded to the Endowment.

5. That the services of the Reverend Doctor Proudfoot be secured in the Department of Homiletics and Pastoral Theology for next Session.

6. That the Assembly express its approval of the scheme for building new premises for Knox College, and its gratification at the measure of success with which the scheme has thus far been prosecuted, and that it empower the Board of Management to procure a new Site, and to make such arrangements, and enter into such Contracts, as may be necessary, in connection with the new College Building; and, further, to sell the present Site and Building, when suitable opportunity offers.

Moved by Mr. T. W. Taylor, seconded by the Reverend Doctor Proudfoot, and agreed to, as follows:—

Whereas, it is expedient in the interests of Knox College that the Corporation of Knox College should be empowered, and authorized to sell and dispose of the Buildings, Lands, and Premises now held for the use of said College, in the City of Toronto.

The General Assembly of the Canada Presbyterian Church doth hereby, in pursuance of the provisions and powers contained in the Act passed in the Twenty-second year of the Reign of Her Majesty, Queen Victoria, and Chaptered Sixty-nine, consent to a sale of the Buildings, Lands, and Premises now held by the said Corporation for the use of said College, in the City of Toronto; and doth, and do, empower and authorize the said Corporation to sell and dispose of the said Buildings, Lands, and Premises, at such time, or times, for such price, and upon such terms, in one, or in several parcels, either at public auction, or private contract, and either for cash, or upon credit, or partly for cash, and partly on credit, as may be deemed most advantageous; and doth, and do, empower and authorize the Board of Management of Knox College to enter into such Contracts, and procure the execution of such Conveyances as may be necessary for the purpose of carrying out said sale.

On motion of the Reverend Doctor Waters, seconded by the Reverend Doctor Proudfoot, the Assembly agreed that the Salaries of Professors McLaren and Campbell shall be Two thousand dollars, ($2,000), each per annum.

Report of the Board of Management of Knox College, Toronto, 1872, 1873.

The Board of Management of Knox College, in presenting their Annual Report, have, in the first place, to notice the change which has taken place in the Staff of Professors, since last Assembly. The Reverend Doctor Inglis, Professor of Systematic Theology, having resolved to accept a call given to him by the Reformed Church on the Heights, Brooklyn, New York, sent to the Chairman his resignation of the Chair which he occupied.

A meeting of the Board was accordingly summoned without delay, inasmuch as there was a necessity for immediate action. And at that Meeting, held 2nd September, 1872, it was resolved that the Board should, in the circumstances, take the responsibility of accepting his resignation, subject to the review of the Assembly.

The Board, at the same time, made temporary provision for the teaching of Systematic Theology during the Session by appointing the Reverends Professor Gregg and Doctor Topp to conduct the Classes in that subject,—the former for the first three months, and the latter for the remainder of the Session. The Reverend Doctor Proudfoot fulfilled his appointment by the Assembly as Lecturer on Homiletics and Pastoral Theology for the latter half of the Session, and the Reverend John Campbell conducted Classes in Church History during the first three months of the Session.

The number of Students, as will be observed from the Report of the Senate, has been fifty-six,—forty-one in the Theological department, and fifteen in the Literary department. A considerable number of young men, looking forward to the Ministry, are passing through a University Course.

With regard to financial matters, the Income of the past year, from all sources, has been $9,226.90, and the Expenditure, (a detailed account of which is given in the College Financial Report), $9,307.84, leaving a balance against the fund of only $80.94, instead of $365.00 last year.

The Endowment Fund is now $5,192.10.

The Bursary Fund received in all $3,069.34, videlicet, balance from last year, $569.64; $1,199.70 in donations and interest, and investments repaid, $1,300. The Expenditure was $1,750.00, invested; Bursaries and Scholarships, $1,186.00; Printing and Stationery, $42.89, leaving a balance of $9,045.

It was agreed that, while the sum of $1,000 received from the Alexander bequest be, in the meantime, used for current expenses of the College, that sum shall be a first charge upon the Income for the present year, and placed to the credit of the Endowment Fund, and that the action of the Board in this matter be reported to the General Assembly.

It will be perceived that, had it not been for this sum of a Thousand dollars having been added to the Income, there would have been a considerable deficit in the fund for current expenses. And the Board accordingly report this fact, in connection with the action of the Assembly last year with reference to the Kingston Presbytery, in the matter of allocating its contributions for College purposes.

In relation to the fact of three Students having left Knox College during the currency of last Session to attend another College without being certified by the Senate of Knox College, the Board of Management endorses the action of the Senate.

The Board recommends the Assembly to appoint an additional Professor, with a Lecturer.

The Board further suggests to the Assembly the propriety of appointing a day of special Prayer for the blessing of God upon the Theological Institutions of the Church.

The Board having frequently had its attention directed to the subject of a new Building for College purposes, and being convinced that it would be desirable to have a Building more commodious and adequate for the requirements of the College, appointed a Committee, with power to add to their numbers, to consider the whole subject and to report. This Committee after fully discussing the matter at several meetings, gave in a Report to the effect:—(1) That it was necessary to have a new Building, and (2), in favourable terms, as to the prospect of success in such an undertaking. The Board accordingly appointed a large Committee of gentlemen throughout the Church generally, to aid in getting subscriptions for the object contemplated. It is a matter of gratification and thankfulness to be able to announce that, through the exertions of the Reverends Professors Caven and Gregg, subscriptions have been obtained to the amount of considerably over $40,000.

Many Members of the Committee were of opinion that a more suitable Site for the new College than the present might be had. But, of course, the Board has no authority to sell the present Building, or Site, and, therefore, awaits the decision of the Assembly on that point. In the meantime it may be stated that arrangements have been made, by which a larger and more advantageous Site in several respects, can be had for a reasonable price, in the event of the Assembly deciding to make a change, and to sell the present Premises and Site.

TORONTO, 30th June, 1873. ALEXANDER TOPP, Chairman of Board of Management.

REPORT OF THE SENATE OF KNOX COLLEGE, SESSION OF 1872-1873.

The Senate has to report that the number of Students in the Theological department of the College during the past Session was forty-one.

The following brief abstract of the several Class Reports is here given:—

The Reverend Professor Caven taught three Classes,—the Senior Exegetical, the Junior Exegetical, and the Class in Biblical Criticism. In the Senior Exegetical Class, which, as in former Sessions, comprised the Students of the Second and Third Years, Lectures were given on the Epistle to the Romans, Chapters 6-10, and on selections from the Prophecies of Isaiah. Each Student of the Third Year, as required by the Church, prepared a critical exercise, with additions; these exercises were read and criticized in the Class.

Biblical Criticism was taught partly by Text Book and partly by Lectures. The Class on this subject, as in Junior Exegetics consisted of the First Year's Students.

The attendance on these Classes was regular and punctual, except in some instances towards the end of the Session, where illness prevailed. The conduct of the Students was in all cases exemplary.

The Reverend Professor Gregg conducted the Class in Apologetics, which consisted of the Students of the First and Second Years. In consequence of Professor Gregg's having to teach the Classes in Systematic Theology during the first part of the Session, only two Lectures a week were given on Apologetics. During the second Term five Lectures a week were given. The subjects discussed were Natural Theology, the Evidences of Revealed Religion, intra-Scriptural, and extra-Scriptural, and the inspiration of the Scriptures.

During the first three months of the Session, the Reverend Professor Gregg, in accordance with the request of the Board of Management, conducted the Class of Systematic Theology. The Class consisted of the Students of the Second and Third Years. The chief subjects discussed were the Covenant of Grace, the Person and Offices of the Mediator, the nature and extent of the Atonement, and the Effectual Calling. Professor Gregg also examined the Latin Discourses of the Third Year Student.

The Reverend Doctor Topp reported that, as appointed by the Board of Management, he had taken the superintendence during the last three months of the Session, of the Class engaged in the study of Systematic Theology. The subjects dealt with were:—Justification, Faith, Union with Christ, Repentance, Adoption, Regeneration, Sanctification, the Perseverance of the Saints, and Eschatology. The attendance of the Class was regular, some members of it not having been absent from a single meeting. Doctor Topp expresses unqualified satisfaction with the attention and conduct of the Class in every way.

The Senate would here desire to record its appreciation of the valuable service rendered to the College and the Church by the Reverend Doctor Topp, as also by the Reverend John Campbell; both gentlemen kindly consenting, at the request of the College Board, to take part in the work of the Session, when the College staff was unexpectedly, and, to our deep regret, weakened by the resignation of the Reverend Professor Inglis.

The Reverend Doctor Proudfoot taught during the latter half of the Session, the Class of Homiletics, which was composed of the Students of the Second and Third Years, numbering in all twenty-five. Forty-two Lectures were read in this Class, and twenty-seven Discourses of Students heard and criticized. The attendance of the Students, except when interrupted by sickness, was regular; and the interest manifested in the work of the Class very great.

The Reverend John Campbell reported that, in accordance with his appointment by the College Board, he conducted the Class in Church History during the first Term of the Session. The Class comprised the Students of the First and Second Years. Kurtz was employed as a Text Book in the Class, but Prelections were also given, embracing matter derived from other sources, whilst the arrangements observed by Kurtz was not adhered to. The ground gone over extended from the beginning of the Reformation to the present day.

The Reverend Mr. Campbell reported perfect satisfaction with the attendance of the Students, as also with their general deportment and their attention to the studies of the Class.

In the Preparatory Department of the College, there were fourteen Students during the first Term, and fifteen during the second. The Students in this Department received instruction in Classics only, in immediate connection with Knox College: the Board of Examiners prescribing certain Classes to be attended by the Students of the respective years in the University College.

At last Session, the Classes in Latin and Greek were conducted by Messieurs Scrimger and Renelson; who, in accordance with authority given by the College Board, were appointed by the Senate as Tutors.

Both Messieurs Scrimger and Renelson report regular attendance and satisfactory progress in study, on the part of their Classes.

Having obtained the sanction of the College Board to secure the services of a Teacher in Elocution, the Senate engaged Mr. Taverner to lecture on that important subject. The Senate has pleasure in bearing testimony to the interest which the Students manifested in Mr. Taverner's instructions, and to the good fruit which, it is believed, they have borne. The Senate hopes to have Elocution established as a regular part of the College Course.

The Students' Metaphysical and Literary Society was maintained with much spirit. A good deal of attention was given to the composition of Essays, and to Elocution. Discussions of important questions were held monthly, and three Public Meetings of the Society took place during the Session.

The Assembly's rule as to the preaching of Students during the Session has been faithfully adhered to; and the Senate would record its conviction that the action of the General Assembly taken last year at the instance of the Senate, has been beneficial in its operation.

During the year a considerable number of valuable Works have been added to the Library by purchase, and several Volumes have been presented.

The Senate has pleasure in reporting the establishment of two new Bursaries, to be called the "Esson Bursaries." These Bursaries, which are of the annual value of $100, are to be connected with an examination on the history of the Church, as contained in the Old Testament. They are the gift of a generous friend of the College, who is not connected with the Canada Presbyterian Church, and are named by him in token of gratitude for benefit received from the instruction of one, whose memory is held in honour in this College.

Also, a very valuable Prize consisting of Lange's Commentary, has been instituted by Mr. D. Galbraith, for proficiency in the knowledge of the original language of Scripture. The Senate is gratified to be permitted to announce that the Prize which for several years has been given, alternately for Hebrew and Greek, is the gift of Mr. [now, in 1908, Sir] William Mortimer Clark, and would here record its thanks to both of the gentlemen who have established these valuable Prizes.

The Senate is happy to state that the list of Bursaries which it is enabled to announce for competition next Session is still in advance of that above given.

TORONTO, June, 1873. WILLIAM CAVEN, Chairman of Senate, Knox College.

REPORT OF THE BOARD OF EXAMINERS OF THE WESTERN SECTION.

The Board of Examiners beg leave to submit the following Report of its operations during the past year.

Eight Students presented themselves for examination in the beginning of October, with the view of being enrolled for the first time as Students of the Preparatory Course of Knox College.

In addition to arranging for their attendance on the Classes for instruction in Latin and Greek within Knox College, the Board, as in former years, prescribed certain Classes in University College for the Students of each year of the Preparatory Course.

All the Students in this part of the Course were examined by the Board in Latin and Greek at the close of the Session. These examinations were, in every case, sustained, and gave evidence of marked progress during the Session in these branches.

A copy of the revised Curriculum is annexed to this Report.

Thirteen Students appeared before the Board in October to pass the examination prescribed for entrants on Theology. The Examinations of all were sustained, although in some of the subjects several Papers given in were so defective, as to make a supplementary oral Examination necessary. The Scholarship in Hebrew was awarded to Mr. William Frizzell, and that for General Proficiency to Mr. Peter Straith.

An Examination was conducted by the Board, as in former years, for the purpose of awarding Scholarships to Students attending University College, with the view of entering the Ministry of the Canada (Free) Presbyterian Church.

The Board is still of opinion that this scheme is one fitted to advance the best interests of the Church and deserves a liberal support from its Congregations. Hitherto it has been kept in operation by a very few of them.

TORONTO, June 3rd, 1873. JOHN M. KING, Convener.

REPORT OF THE COMMITTEE ON COLLEGE BUILDINGS.

The Committee appointed at the Meeting of the Board held in October, last year, to consider the state of the College Buildings, and to report on the advisability, either of altering and improving the present ones, or of erecting a new structure on the present Site, or in some other place, desire to report as follows: —

The Committee having taken the subject into consideration, and carefully examined the present Building, have come to the unanimous conclusion that a new College Building is urgently required. In order to ascertain the views of the friends of the College in Toronto on this subject, they called a Public Meeting on the 4th of March last, which was well attended by prominent Members of the various City Congregations. At this Meeting there was a very general and hearty expression of opinion in favour of proceeding at once to the erection of a new College.

Thus encouraged, the Committee resolved to open a provisional subscription list, and requested the Reverend Professors Caven and Gregg, to arrange a plan for visiting different localities, and soliciting subscriptions. To this request a very ready response was given by those Gentlemen. The survices of the Reverend Alexander Young, have also been secured for the same purpose.

Pursuant to arrangement made by these Gentlemen, Toronto has been canvassed, and Hamilton, London, Galt, Guelph, Sarnia, Ayr, Kingston, Belleville and several subscriptions to the extent of upwards of $2,000. In Guelph, $2,007 have been subscribed, and a considerable amount more is still expected. The other parts of the Province have not yet to any great extent been canvassed, but wherever Professors Caven and Gregg have gone, they have met with a most cordial welcome and very gratifying success. Professor Gregg, last week, paid a visit to Belleville and Kingston, and received subscriptions to the extend of upwards of $2,000. In Guelph, $2,007 have been subscribed. In Galt, $1,500 has already been promised, and as much more, at any rate, is looked for. A few friends in Mitchell and Drummondville have given $760 without being solicited. The amount already subscribed is over $40,400. A large portion of the Church has still to be visited, and it is confidently hoped that when the whole Church has been overtaken, the subscription list will be very largely increased.

The propriety of procuring another Site for the erection of the College, has occupied the attention of the Committee, and the general opinion is in favour of securing a Site to the west of the University, on, or near, College Street. Should the General Assembly sanction a change of Site, a lot situated on College Street, and in every respect suitable, can be obtained, upon what the Committee consider reasonable terms.

The Committee, with all confidence, suggest to the Board of Management the propriety of submitting the scheme which has been entrusted to them, to the General Assembly for its approval,—of asking its sanction to a change in the College Site; and also asking for authority to sell the present Site when a suitable opportunity offers.

Hearty thanks are due to the Reverend Professors Caven and Gregg for their services in soliciting and procuring subscriptions.

TORONTO, June, 1873. JOHN MCMURRICH, Chairman of Committee.

The Committee on Foreign Missions beg to offer to the General Assembly the following recommendation which they trust will meet with approval, videlicet:—

That the Foreign Mission Committee be directed, when they have obtained sufficient information for their guidance, to select a field of labour for the young women at present studying in Ottawa, and to make such arrangements as they may deem expedient for their employment in the foreign field, and that the instructions of last Assembly, in reference to the securing of female co-operation in support of this department of the work be continued.

FINANCIAL REPORT OF KNOX COLLEGE, 1872-1873.

Receipts.

Amount received from all sources	$9,226 90	
Balance from last year	80 94	
		$9,307 84

Expenditure.

Overdue Balance from last year	$172 97	
Paid on account of Salaries	7,455 36	
Various Accounts	1,679 51	
		$9,307 84

KNOX COLLEGE ENDOWMENT FUND.

Receipts.

May 1st, 1872. By amount in hand	$5,192 10	
By Interest	363 44	
		$5,555 54

Expenditure.

Knox College ordinary Fund, Interest	$363 44	
Balance at Interest	5,192 10	
		$5,555 54

BURSARY AND SCHOLARSHIP FUND.

Receipts.

Balance in hand	$569 64	
Received Donations, Interest, etcetera	1,199 70	
Investments repaid	1,300 00	
		$3,069 34

Expenditure.

Bursaries and Scholarships paid	$1,186 00	
Invested	1,750 00	
Printing, Stationery, etcetera	42 89	
Balance	90 45	
		$3,069 34

COLLEGE BUILDING FUND

Amount due on Mortgage as before	$2,163 62

CHAPTER XI.

PROCEEDINGS OF THE GOVERNMENT WITH THE COUNCIL OF PUBLIC INSTRUCTION.—ELECTION OF MEMBERS, 1873.

I have already, in Chapter XV of the Twenty-fourth Volume of this Documentary History, referred to the rather arbitrary manner in which the Government of the day had treated the Council of Public Instruction in 1871 and 1872. The mode of doing so was in more or less of a peremptory manner, such as requiring its Members to give a "Statutory Authority" for each of its acts, and, especially, for the General Regulations, which it had passed for the Government of the Public and Grammar, or High, Schools and Collegiate Institutes of the Province.

The more effectively to accomplish this purpose, (as stated by the Council of Public Instruction), the Government had a Bill passed by the Legislature, giving it authority,—

"To cause enquiry to be made into the working of any Rules, Regulations, Instructions, or Recommendations, which have been, or may be, made, or issued by the Council of Public Instruction . . . . and to abrogate, suspend, or modify such Rules," etcetera.

"That, as contemplated by this Act, the Government instituted a most severe and exhaustive inquisition into the acts of the Council in regard to the following [seven] subjects." . . . .

The Members of the Council of Public Instruction felt that while they had given their best consideration to the various subjects which, under the successive School Acts had been submitted to them by the Chief Superintendent of Education for the previous twenty-five years, with the sanction and approval of the Government, they were surprised that, on the advent of a new Government, they should have been, without notice, or consultation, subjected to treatment which, in itself, they regarded as uncalled for and arbitrary. The Members of the Council, therefore, at their first Meeting in January, 1873, strongly deprecated such treatment, and gave a very decided expression to their feelings in a Petition to the House of Assembly on the subject.

While, under the authority of this Act, the Council was, as a rule, required to explain and justify the various acts to which the Government took exception, yet, in some cases, that objection, on the part of the Government, was expressed, before even asking for this explanation, in the form of and Order-in-Council, disallowing the Rules, Regulations, or Instructions, thus practically rendering them inoperative.

Not content with making the Council of Public Instruction amenable to the operations of this arbitrary Act, the Government went a step further, and subjected the Chief Superintendent, as Head of the Education Department and Administrator of the School Laws of the Province, to the same treatment, and required him to explain and justify his administrative acts

on pain of having them disallowed, or abrogated, and that, too, without notice, or explanation, or consultation. It was no wonder, therefore, that he made up his mind that it was only a question of time when he would definitely hand in to the Government his resignation of the office of Chief Superintendent of Education.*

Having thus effectively destroyed the independence of the Council of Public Instruction, the next step proposed by the Government was to impair its dignity, (as a Body whose Members were appointed for life by the Lieutenant-Governor), by the infusion among its Members of persons elected by the Masters and Teachers of the Schools and of other persons connected with Education. This proposal, as originally laid before Doctor Ryerson in 1872, was as follows:—

"In addition to the numbers of Persons now authorized by Law to compose the Council of Public Instruction, it may and shall be lawful for the Lieutenant-Governor-in-Council to appoint annually for one year three Persons nominated respectively by the Inspectors of Public Schools, the Head Masters of High Schools and Collegiate Institutes, and the Teachers of Public Schools, in the manner hereinafter provided.". .

When the Government had decided to introduce into the Legislature a Bill to the foregoing effect, the subject was referred to in "the Speech from the Throne.' Doctor Ryerson was present, but heard very imperfectly what was said on the subject by the Lieutenant-Governor. On, however, reading the Governor's Speech afterwards, he felt greatly disappointed at its tenor, and at once addressed the following Letter to the Attorney-General protesting against its implied censure on the Council of Public Instruction:—

I. The Chief Superintendent of Education to the Honourable Attorney-General Mowat, M.P.P.

I heard imperfectly some sentences of the Speech from the Throne on Wednesday, and since reading and pondering it, I have felt much pained at the terms in which the Council of Public Instruction is referred to. Had it been proposed simply to increase the number of Members of the Council, or modify its composition, or the tenure of appointments to it, in order to meet the wishes of portions of the Community, no unpleasantness would have been felt, but when Legislation is announced in order to "give increased efficiency to the Council of Public Instruction" it is clearly implied that the Council is not, and has not hitherto been, efficient, endorsing what has been said and written against the Council, involving an imputation, or reflection, which I am sure the Council does not deserve. There may be need of "increased efficiency" in the Education Department, but if so, it is in the Chief Superintendent of Education, certainly not in the Council of Public Instruction. However, you may modify the Council I do not believe you will "increase its efficiency."

I feel the more concerned on this subject, after seeing in your reported Speech that you intended to pursue the policy of Mr. Edward Blake, and, in connection with that, calling to recollection your remark to me that you felt yourself bound to carry out the private promises, or declarations, of your Predecessors. I know the kind of

* Thus, not very long afterwards (in July, 1873), he proposed to Mr. Mowat (then Attorney General), to send in his resignation, but being dissuaded, he wrote a note to Mr Mowat withdrawing his proposal. In reply, Mr. Mowat said "I have received your note, withdrawing your proposal to resign your office as Chief Superintendent. I hope you may long live to continue the discharge of its duties.' Oliver Mowat. Toronto, July 12th, 1873.

(Note. Doctor Ryerson, however, felt compelled finally to resign his office in 1876.)

policy announced by Mr. Blake and echoed by *The Globe* at the time in regard to the Council of Public Instruction, the Education Department and myself! I am sure you do not share Mr. Blake's feelings in regard to myself, or perhaps on educational matters at all. But when you feel yourself pledged to his policy, and when I see in yesterday's *Globe* that one part of that policy is to make the Members of the Council of Public Instruction elective, I know the result.

You know how opposed I am to the principle of Popular Election in the constitution of the Council of Public Instruction. Now, I view it as evil in itself, and inconsistent with the principles of "Responsible Government," and with the design and duties of the Council. You know that in the Letter I wrote to give effect in the most limited degree to what you desired in regard to the representation of certain parties in the Council, I expressed myself in respect to it as "a tub to the whale," and as to be deprecated. The more I have thought on the subject, and with the strongest desire to meet your wishes, the more evil I see in it.

It is well known that the whole movement for an Elective Council of Public Instruction has been conceived and advocated in a spirit of hostility to the existing Council of Public Instruction, to the Education Department and to myself, and with the avowed intention of counteracting and controlling me; I submit it to your own good judgment and right feelings, whether you think it would be wise, or just, to the Commissioner of Crown Lands or of Public Works that while he is held responsible for the efficiency of his Department and all the Regulations and Recommendations that might emanate from it, he should be surrounded by an Executive Council, Members of which would be elected to control, perhaps to embarrass and oppose, him in all his plans and recommendations, you would not wish to be in an Executive Council to frame Laws and adopt measures for the welfare of the Country, in the Members of which Council you have not confidence. So in an Executive Education Council to frame Regulations and assist in Measures prepared and submitted by me as the Law requires, ought I not to have a Council to help me rather than to checkmate and thwart me. A Council in the friendship and intelligence of whose Members I can confide,—a Council of independent but friendly judgment and advice, and not a debating club of party, and perhaps of personal hostility.*

After the Act creating the Council was passed in 1846 I waited some months expecting the Government would appoint Members of Council, and, at length, wrote to the Honourable W. H. Draper, then Premier, stating my disappointment and embarrassment at the delay in appointing a Council; he replied that he had been waiting for me to submit names, that I was responsible for the work, and the Government looked to me for its development, etcetera, and it was for me to submit the names of Gentlemen whose counsel and assistance I desired. And such has been the mode of appointment by every Government from that time to this. And, while I have desired each Member of the Council to exercise his judgment on each matter irrespective of me, I have had such confidence in the good will of each, and in his unbiassed judgment, irrespective of the feelings which may have influenced my judgment, that I have made it a rule to withdraw any proposition which did not meet the approval, or acquiescence, of every Member of the Council. A mode of procedure which was suggested to me by the late Archbishop Whately, who told me in 1845, that during his then fifteen years' connection with the Irish National Board of Education, no motion had ever been put to vote, and no measure passed without the approval, or acquiescence, of every Member present.

If I am to manage a complicated and difficult Department and Public School System, for which I am held responsible, I have a right to claim all the assistance that can be given me, and not be hedged around by those who may be my sworn personal enemies, and seek to weaken and paralyze my efforts in every possible way. But, if

* My experience of the after history of the "Elective Council of Public Instruction" quite justified all of Doctor Ryerson's fears and prognostications as to its being an arena of "unfriendly" debate and of being continually the scene of personal hostility to him.

the question be viewed in regard to the public, apart from its personal aspect in respect to the Head of the Department, the views I entertain appear to me to acquire great additional force. But I will not pursue the subject further than simply to say that I do not think the Members of the Council of Public Instruction should be elective, (unless by the Legislative Assembly), any more than the Chief Superintendent, or any other agent of a Government responsible to the Country for the character and management of every branch of the public service.

I respectfully suggest whether you have a higher duty than the Policy of party on this great non-party subject, no matter what may have been said, or promised, by party men.

I have felt so strongly on the whole matter, as relating both to the past and the future that I thought it right to consult my colleagues in the Council of Public Instruction and to learn their impressions and views on the subject. After free and full exchange of views and consultation as to what should be done at this juncture, it was our unanimous judgment to petition the Legislature on the subject, for if we didn't speak now, we must be silent forever, and suffer the consequences, to state our labours and aims in times past, what had been demanded of us in pursuance of Mr. Edward Blake's Bill of last Session, and how we had answered the enquiries and obeyed the orders given to us, and praying the House to request the production, and order the printing, of the whole Correspondence between the Government, the Council of Public Instruction and myself during the year, and to institute an enquiry as to the "efficiency" with which the Council had hitherto performed its duties and fulfilled its functions.

It was felt that, if all that had been assumed by the passing of Mr. Edward Blake's Bill yet existed, and that the Council had not given satisfactory explanations and reasons of its proceedings, and if the Council should silently and passively accept the implied charge of inefficiency, and a change in its very constitution on that ground, a shade would be cast over its character and labours in regard to all the past, and whatever might be accomplished in its future would be ascribed to a change in the constitution of the Council, while those who had borne the "burden and heat of the day," and all that had been done during the twenty-five years and more would be regarded as having been "inefficient."

The Members of the Council have expressed readiness to retire at any moment from the position and labours which they have so long sustained; but, before doing so, they ask that their past conduct and labours may be enquired into and judged by the Elected Representatives of the People in Parliament assembled. I am sure it is what you and every man having proper self respect would do in like circumstances.

I cannot see any necessity at all for having brought in the name of the Council in the manner it was, in the Speech from the Throne. But I have at different times assured you in the strongest terms of the keen sensitiveness of the Members of the Council, including myself, under the treatment they have received from the Government since the last Session of Parliament, (until the last two or three months), and that should anything be done that might be considered a reflection upon them, they would insist upon the publication of the Correspondence between them and the Government during the year.

Whatever might have been Mr. Edward Blake's Office and Power, and the other Power behind the Throne, the Members of the Council were not inferior to him in social position, and deserved the courteous treatment of Gentlemen, not to say the recognition of gratuitous benefactors of the Country.

I have made it a rule from the beginning, as an Officer of the Government, to aid each Government in every way in my power by every information, or suggestion, I could give, to mature and carry out any measures for the advancement of the School System, and never to hold any communications with the opponents of the Government on Governmental measures, without the knowledge and permission of the Government. To no leader of a Government have I felt more pleasure in so doing than in regard to

yourself. But I owe a duty which I must discharge at expense of feeling, to the past history and character of my Colleagues and myself during more than a quarter of a century in connection with our Public School System.

TORONTO, January 11th, 1873. EGERTON RYERSON.

II. THE ATTORNEY-GENERAL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have received your Letter of the 11th instant. I thought that I had hit upon an expression for the Speech of His Excellency which would avoid all offence to the Council. The expression "increased efficiency" was intended as an acknowledgment of the present existence of efficiency, in that Body, although not an efficiency beyond the possibility of increase; and to require one to assume that the admitted efficiency of the Council is incapable of "increase" is surely to claim something which does not belong to any human institution.*

Whether the introduction of the elective principle to the moderate extent in which you asquiesced, (although reluctantly), is a matter about which there may be a difference of opinion.

Until I got your Letter I had hoped, from the tone of the conversations which we had had, and indeed I had not doubted that my course this Session as regards School matters would have your active assistance and cordial co-operation.

I cannot help thinking that you are unnecessarily apprehensive about the Elective Members of the Council. The introduction of the Elective element to some extent is strongly pressed by the classes to be represented, and by the many who sympathize with them. With the exception of this change,—if you now make it an exception, I do not see that there need be any substantial difference of opinion between us.

TORONTO, January 15th, 1873. OLIVER MOWAT.

III. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE ATTORNEY-GENERAL MOWAT, M.P.P.

On returning from the Education Office a little while since, I found your kind Letter of this date, for the consideration and feeling shown in which in regard to myself, I sincerely thank you.

I concur with you that the general question can be better discussed by personal interview than by Letter. I shall, therefore, do nothing more in this Note than explain certain circumstances, and reply to certain things contained in your Letter.

I agree with you that the phrase of the Speech in itself does not convey any reflection upon the Council of Public Instruction; nor do I believe for a moment that you intended any other construction than you put upon it. But when you consider the phrase not in the abstract, but in connection with the circumstances known to the public, and the cause of such a phrase in the Speech, I think you will admit that the Council must have been very dull, if they could have understood and interpreted it otherwise than they did, when it is considered that *The Globe* has made this demand of an Elective Council of Public Instruction for years, and has heaped every sort of abuse upon the Council, in order to effect a change in its constitution; that Mr. Edward Blake took up and employed the same weapons against the Council, apart from myself; that he introduced a Bill last year to establish practically these changes against the Council,—a Bill which only spoke of existing Regulations and Instructions, but which Mr. Blake used with a view to search out, as he did, every imaginable thing that the Council has done during six years past; when, at the sequel of all these proceedings and attacks, (the whole sum of which was the inefficiency of the Council), is a proposition to increase the efficiency of the Council, what can such a proposition imply but that the Council has been inefficient, and how can the phrase be otherwise

* No one could possibly object to the phrase had it been used in an ordinary and usual way, but when it was the very term in which the Council has been referred to as a reason for the necessity of elective Members, it acquired a specific and pointed obnoxious significance.

interpreted, or the proposition otherwise understood by the public than an endorsement of all that has been said against the Council? According to the acknowledged rule of interpretation, that words are to be understood not merly according to their abstract meaning, but according to the circumstances in connection with which they are used, I do not see how it is possible that the Council or the Public can place any other interpretation upon the words in question than that which was expressed by the Council of Public Instruction. And in such circumstances, I think the Council would have been wanting in self-respect not to have asked for enquiry and the Correspondence, which seems to have been quite ignored, as far as defence of the Council of Public Instruction is concerned, in a proposition which is the conclusion of what *The Globe* and Mr. Edward Blake asserted and proposed previous to the successive explanations given by the Council of Public Instruction.

To remove all doubt, or misapprehension, I beg to say that, although I think, as I said to you at first, that there is no special necessity for Legislation at all the present Session,—I think I said no necessity for it,—yet I am at one with you on all you may think desirable in amending and improving and consolidating the School Laws, (and will soon be ready for it), except interfering with the constitution of Council of Public Instruction, except in the direction included in the Council's Petition. And I submit that after what took place last Session, it is unfair to the Council of Public Instruction to legislate, as has been proposed, before the Council's explanations and defence of its impugned proceedings are printed. However, by the Members, as far as they may wish to ascertain whether the Council has, by its unwise and inefficient proceedings, created the necessity for a change for which there is no example in the world. Even in the neighbouring States, where an analogous body is appointed, it is by the State Senate, or by the State Assembly, and Senate in joint ballot. I think you can defer Legislation on this subject, until another Session, or until the Council of Public Instruction has been heard.

The kind manner in which you treated me in our first interview affected me much, —it being in such gratifying contrast to the manner in which I had been officially treated by Messieurs Edward Blake and Adam Crooks,—who, in the Official Correspondence and decisions treated me more like a dog than a man entitled to be conferred with, or heard before his official acts should be condemned, or criticized,—so different from the manner in which I had been treated by the late Honourable Robert Baldwin in 1850, and by every succeeding Government until that of Mr. Edward Blake.

I felt it in my heart, in return for your kindness, to go beyond my judgment and do all in my power to meet your wishes; and in reluctantly conceding to certain parties electing three Members of the Council of Public Instruction. I thought that other Members would coincide with me! but I found that each one to whom I mentioned it, revolted at the very idea, preferring immediate retirement from the Council, if Members were introduced who could stand up and say that they were not the nominees of any Government,—much less of a defunct Government, but the elected Representatives of large bodies, and had, therefore, a superior right to have their opinions respected, and the proceedings and debates open to the public and published for the information of their Constituents, and that if this was not granted by the nominee majority of the Government, they would publish their proposed Resolutions and reasons for themselves. I have not stated to you a tithe of the evils of making the Council of Public Instruction elective. I ought to have conversed with my Colleagues before I consented, under grateful feelings, to concede anything to you on the subject. I must cleave to, and go with, those friends, who have assisted me by their counsels and friendship for so many years; and, if, therefore, you determine to proceed to change the constitution of the Council of Public Instruction this Session, by introducing the Elective principle, you must propose to construct a new Council

The Council and myself bore a past history which, up to this date, is complete, and cannot be tarnished. It is better for us to retire now, than be consenting parties to

what under all the circumstances, must be regarded as our own degradation, if we be consenting parties to it.

I certainly do not wish to revive past discussions. I shrink from it; but I and my Colleagues must not then be made the victims of past attacks and hostility.

It seems to me most strange that a blow would be insisted upon, against the very head that devised and the heart that gave impulse to the system of Institutions and Education so eulogized by the *London Times*, as copied in yesterday's *Globe*, as also by Educationists in both Europe and America.

I believe there are many gentlemen of the "Liberal Party" who are not and never have been the echoes of Mr. George Brown and Mr. Edward Blake in sentiment, or feeling, against the Council of Public Instruction, or myself. I believe the great body of all parties in the House of Assembly will not condemn me without a hearing, and will, in any alternative, do me justice; and I ask no more. I ask no favours. At all events, I must do what I believe to be best for the Country, true to the past and just to old and faithful friends,—and those friends, Gentlemen of the highest intelligence and position, and who have done no small service to the State. If, in such a course, I live poorer, I shall die happier.

TORONTO, January 15th, 1873. EGERTON RYERSON.

IV. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE ATTORNEY-GENERAL MOWAT, M.P.P.

In my Letter written last evening, I forgot to remind you that, immediately after the opening of the House, when I had not remarked anything in the Speech beyond a reference to the proposed Amendment and Consolidation of the School Laws, I seized the moment to state to you how repugnant to the feelings of Members of the Council of Public Instruction was, would be, the invidious distinction in the composition of the Council by the proposed election of some of its Members; and suggested to you the making of appointments to the Council annual, and increasing the number, if you should think proper, but by no means to introduce the elective principle. I, therefore, apprized you of the feelings of my Colleagues in Council on the very first opportunity I had of speaking to you, after conversing with any of them.

If Teachers and Inspectors are to elect Representatives in the Council, so should Municipal Councils and Trustees,—the burden bearers of the School System, and, therefore, more strongly entitled to Representatives in the Council than Trustees and Inspectors,—the one Officers of the Trustees, and the other Officers of the Municipal Councils; for, be it observed, the Council of Public Instruction has always as much represented Teachers as it has Municipal Councils and Trustees.

I know not what arguments may have been pressed upon you on this subject; but I can conceive of no reason, after twenty-five years' successful practice of the present System, for such Legislation at this time beyond the exigencies of Party, (caused by one Newspaper), the consideration of an element which never enterd into our School Lgislation until 1871; and I pray you with all the earnestness of my soul, that you will not suffer it to influence your Legislation this Session.

TORONTO, January 16th, 1873. EGERTON RYERSON.

CHAPTER XII.

PETITION OF THE COUNCIL OF PUBLIC INSTRUCTION ON THE ARBITRARY ACTION OF THE GOVERNMENT IN REGARD TO IT, 1873.

To the Honourable the Legislative Assembly of the Province of Ontario.

The Petition of the Council of Public Instruction for Ontario, Humbly Sheweth:—

(The Services of the Council since 1846).

I. That the existence of this Council extends back to the year 1846, and is, therefore, co-existent with our present System of Public Instruction; and some of the Members of this Council were appointed in 1846; and they have thus gratuitously served their Country for more than a quarter of a century, devoting many months during that protracted period to anxious and earnest endeavours to promote the sound and universal education of the youth of this Province, and with no other remuneration, or reward, than the consciousness of doing good to their Country.

(Specific Duties Devolving on the Council of Public Instruction).

II. That it has devolved upon this Council to devise and adopt all the Regulations and means which have been in operation from the beginning for the establishment and management of the Normal and Model Schools, the procuring of Premises and the erection of Normal and Model School Buildings; for the Organization and Government and Inspection of the Public and High Schools, and the preparation, selection and procuring of Text Books, Maps, and Apparatus for the Schools; for the Establishment and Management of Public Free Libraries, the selection and procuring of several thousands of different Works for them, as also Prize Books for rewards of competitive diligence and success in the Schools.

(Revising and Maturing Regulations under the School Law Improvement Act of 1871).

III. That, on the passing of the Public and High School Improvement Act of 1871, it became the duty of this Council to undertake the difficult and laborious task of revising and maturing the whole of the Regulations for the Organization, Management and Discipline of both the Public and High Schools, the subjects for the Examination and Classification of Teachers throughout the Province, and the Regulations for Public and High Schools, the Admission of Pupils to High Schools, and the Adequate Accommodation for the School population in the Public Schools,—a work which occupied much time and labour during several months, and in pursuing which the Council not only availed itself of the experience of other educating Countries, but of the practical knowledge and suggestions of distinguished Instructors of youth in our own Country.

(Passage by the Government of the Act of 1871, to Abrogate the Acts of the Council).

IV. That, in consequence of certain statements and imputations against this Council and the Education Department, the Honourable Edward Blake, then President of the Executive Council, brought in a Bill last Session of the Legislature, which was passed into an Act, declaring that "The Lieutenant-Governor-in-Council shall have power to cause enquiry to be made into the working of any Rules, Regulations, Instructions, or Recommendations, which have been, or may be made, or issued, by the Council

of Public Instruction, or by the Chief Superintendent of Education; and to abrogate, suspend or modify any such Rules, Regulations, Instructions, or Recommendations.

(Exhaustive Inquisition by the Government into Acts of the Council).

V. That, as contemplated by this Act, the Government instituted a most severe and exhaustive inquisition into the acts of this Council since 1867, requiring explanations, authority and reasons for every proceeding and act of this Council in regard to the following subjects:—

(1) The Preparation, Publication, Sanctioning and Providing of Text Books for the Public and High Schools.

(2) The Examination, and Certificates of Qualification, of Public School Teachers.

(3) The Management and Teaching of the Normal and Model Schools.

(4) The Programmes, Course of Study, and General Regulations for the Organization, Government, Discipline and Inspection of the Public and High Schools.

(5) The Official Regulations, providing for Adequate Accommodations in the Public Schools.

(6) Special Regulations for the admission of Pupils to the High Schools.

(7) Various Miscellaneous matters.

(Prompt and Full Answers and Ready Obedience by the Council of Public Instruction).

VI. That the Council promptly and fully answered every Enquiry and Demand of the Government, and assured its ready Obedience to every Order and Instruction which the Government had issued, or might issue, explaining and giving Authority for each Regulation, or Recommendation, which it had made since 1867; and this Council believes that the Chief Superintendent of Education, an *ex officio* Member of this Council, gave, in like manner, the Authority and Reasons which were required of him for his Acts and Instructions.

(Regulations in Regard to Adepuate School Accommodation in the Schools.—Admission of High School Pupils Disallowed.—Appeal to Higher Courts Proposed and not Allowed.

VII. That, after this minute and searching Enquiry on the part of the Government, the only Acts, or Regulations of this Council of which the Government expressed its disapproval, was one relating to Adequate School House Accommodation, as required by Law, and the other related to Regulations for the admission of Pupils to the High Schools. But the Order of the Lieutenant-Governor-in-Council to cancel what has ben done by this Council to promote improved School House Accommodations, was substantially set aside and reversed by a subsequent and final opinion and instruction of the Honourable the Attorney-General on the subject; and as the Order of the Lieutenant-Governor-in-Council cancelling the Regulations of this Council for the Examination and Admission of Pupils to the High Schools was professedly based upon the Attorney-General's opinion as to their illegality, this Council besought, unsuccessfully, permission for the Chief Superintendent of Education to obtain the opinion of the Judges of one of the Superior Courts as to the meaning of the Section of the Act in question, according to a provision of the School Law, (23rd Victoria, Chapter 49, Section 23), expressly providing for such cases. How far the Order disallowing the Regulations of this Council for the uniform Examinations and Admission of Pupils to the High Schools has shewn the alleged inefficiency of this Council, and promoted the interests of the High School education, is not for this Council to express an opinion.

(The Council Claims that the Whole of their Explanations should be laid before the Legislature and Printed).

VIII. That when your Honourable House had passed an Act to make thorough Enquiries into the then impugned Regulations and Acts of this Council; and when that

Enquiry has been made in a manner of thoroughness and severity very unusual, if not unprecedented, this Council submits that it is justly due to its character and past labours, that its Answers in explanation of its own Acts, and in reply to the Charges preferred against it, should be laid before Your Honourable House and printed for the information of Members and of the Public.

(Reasons why the Explanations of the Council should be laid before the House now).

IX. That on the demand and motion of the Honourable Edward Blake during the successive Sessions of the Legislature, all the Minutes of the Proceedings of this Council, and all the Correspondence between the Chief Superintendent of Education and the Government, or any Member thereof, has been laid before Your Honourable House; and this Council submits that there are special additional reasons why such Minutes and Correspondence of the last year should be laid before Your Honourable House at the present time.

(Special Reason for this Publicity of the Acts of the Council and its Explanations.—Proposition to Alter the Constitution of the Council).

X. That among other reasons for this application, is the authoritative announcement that additional Legislation is required to "give Increased Efficiency to the Council of Public Instruction;" and it is understood that "the introduction of the Elective Principle into the selection of its Members is the essence of the proposed change." When, therefore, the inefficiency of this Council is assumed to be such as to render Legislation and a change in its constitution necessary, we submit, as a matter of justice to the characters and labours of the deceased and present Members of this Council, that our own account of our Acts, in answer to severe and scrutinizing Enquiries, should not be withheld from Your Honourable House and the Public, but that our Defence, as well as the Accusations against us should be made public, that it may be seen how far we have been wanting in either "Efficiency," or fidelity, in our arduous and gratuitous labours to promote the Public Education of our Country.

(The Present Members of the Council are Prepared to Retire at any Moment).

XI. That the Members of this Council are prepared at any moment to retire from the position and work which they have so long sustained; but they deem it due to themselves, as it is the right of the humblest Subject of the Queen, to be heard in their own Defence before having their labours of more than twenty-five years legislatively stamped with the character of "Inefficiency."

(The Proposed Elective Principle is Inconsistent with the Principles of Responsible Government).

XII. That whether election should hereafter be the essence of the Principle of selecting the Members of this Council, is a question into which this Council does not desire to enter; but, if a Government responsible to Your Honourable House is deemed unfit, or incompetent to select and appoint during pleasure, or annually, Members of a Council to aid in managing the important Government Branch of the Public Service for the Education of the People, it may be submitted whether the Members of Your Honourable House, as the elected Representatives of the People, would not be a more competent Body to elect Members of a Council of Public Instruction, than irresponsible parties, or cliques of parties elsewhere. Besides, it may be submitted, as worthy of consideration, whether it is not inconsistent with the management of every other Branch of the Public Service, contrary to the Principles of Responsible Government, and at variance with the example of England, as well as of the neighbouring United States, that the Regulations and Measures which affect the whole System of Public

Elementary Instruction should be in the hands of a Body elected independently both of the Government and of the Legislature. If the Council of Public Instruction is an agency of the Government, or of the Legislative Assembly for devising measures and making Regulations for the whole System of Public and High School Education, it is submitted whether those constituting such agency ought not to be appointed by the Government, or by the Legislative Assembly, and be responsible to it. And, if objection be taken to the Personnel of this Council, because its Members have not had experience in modern Methods of Teaching,—an objection which the Council does not admit,—it may be observed, that, at all times, this Council has included Gentlemen who have been practical Teachers of youth, and the result of our labours may be referred to as an evidence of their practical character; in addition to which, the Government can, at any time, change the Personnel of this Council, by filling existing vacancies, or appointing others in place of those who do not attend, or who may be considered incompetent to the duties assigned.

(Proposal of the Council of Public Instruction to be directly Responsible to the Legislature).

XIII. That it appears by Correspondence laid before Your Honourable House, and printed, that the Chief Superintendent of Education has desired to be directly Responsible to Your Honourable House, through a Committee of your appointment at the commencement of each Session, for all his Acts in the Administration of the Education Department; the Members of this Council are equally desirous that their Acts should be thoroughly inquired into, and judged of by Your Honourable House, and that their Efficiency, or Inefficiency, should not be judged by *ex parte* Statements or Unsupported Assertions.

(Two Vacancies in the Council are left unfilled and Two Members are Non-attendant).

XIV. That two vacancies in this Council have remained unfilled during twelve months, which may have reduced the "Efficiency" of this Council as well as its numbers; that two Members of this Council, the Roman Catholic Archbishop of Toronto, and the Chancellor of the University of Toronto, have not found it convenient to attend our Meetings,—thus practically reducing our legal number of nine to five; yet, during the many Meetings of the past year there have been no more than two adjournments of appointed Meetings for want of a legal quorum, and during more than twenty-five years there have not been on an average, one adjournment a year for want of a legal quorum, as appears from the Minutes of our Proceedings,—a fact which, when considered in connection with the number of our Meetings, and the extent and variety of our labours, may be submitted to the just consideration of Your Honourable House, as to whether this Council has not fairly earned other public consideration than the implied charge of "Inefficiency," and that to so great an extent as to render necessary an Elective Body in our place.

(Prayer of the Petition of the Council).

XV. Under the circumstances thus stated, this Council humbly prays that Your Honourable House will request the production, and order the printing of all the Correspondence on School Matters which has taken place between the Government, or any Members of the Government and this Council, and the Chief Superintendent of Education since the last Session of the Legislature, and institute such Enquiry into the manner and Efficiency with which we have discharged our duties, as Your Honourable House, in its wisdom, may think just and expedient.

Signed by order and in behalf of the Council of Public Instruction, this 10th day of January, A.D. 1873.

TORONTO, 10th January, 1873. H. J. GRASETT, Chairman.

NOTE. On the 4th of March, 1873, the Honourable Attorney-General Mowat introduced the following Draft of School Bill, (Number 218), relating to the Council of Public Instruction, into the House of Assembly.

AN ACT TO AMEND THE PUBLIC AND HIGH SCHOOL LAWS OF ONTARIO.

Her Majesty, by and with the consent of the Legislative Assembly of Ontario, enacts as follows:—

I. The One hundred and fourteenth Section of the Consolidated School Act shall read as follows:—

The Lieutenant-Governor-in-Council may appoint a Council of Public Instruction to consist of not more than twelve persons, (exclusive of the Chief Superintendent of Education, who shall be *ex officio* Members of such Council); one-third of whom shall retire from office at the end of each year, (but may be re-appointed), in such order as the Lieutenant-Governor-in-Council may direct; and such Council, five of whom shall form a quorum for the transaction of business, shall, in the exercise of their duties, be subject to all lawful orders and directions which may, from time to time, be issued by the Lieutenant-Governor-in-Council.

NOTE. This Bill was subsequently withdrawn, and another was substituted in its place, as drafted by Mr. Mowat, after consultation with Doctor Ryerson. This Draft of Bill is printed in the following Chapter.

CHAPTER XIII.

DRAFT OF A SCHOOL ACT RELATING TO THE COUNCIL OF PUBLIC INSTRUCTION, PROPOSED BY THE HONOURABLE ATTORNEY-GENERAL MOWAT, ON CONSULTATION WITH THE CHIEF SUPERINTENDENT OF EDUCATION, 1873.

I. In addition to the number of Persons now composing the Council of Public Instruction for Ontario, the same shall hereafter include one Member thereof, who shall be elected thereto by the County Inspectors of Public Schools, one by the Head Masters of High Schools and Collegiate Institutes, and one by the Head Teachers of Public and Separate Schools; and the Travelling Expenses of any of the elected Members may be paid by the Lieutenant-Governor out of any Public Fund which may be applicable to the purpose.

II. The first of the said Elections shall be held on the first Wednesday of June in the year of our Lord, One thousand eight hundred and seventy-three; and the subsequent Elections on the first Wednesday of June in every year thereafter, and the persons elected at any such Election shall hold office until the Elections for the following year have taken place.

III. The votes shall be given by closed Voting Papers being delivered to the Chief Superintendent of Education on the first Tuesday of June in the year proper for such Election; and any Voting Papers received by the said Chief Superintendent by Post during the said day, or during the preceding week, shall be deemed as duly delivered to him; the said Voting Papers shall, on the following day, be opened by the said Chief Superintendent in the presence of two, or more, Scrutineers to be appointed for the purpose by the Lieutenant-Governor-in-Council, and the said Chief Superintendent and Scrutineers shall scrutinize and count the votes, and keep a record thereof in a proper Book, to be provided for the purpose, which shall be preserved in the Office of the said Chief Superintendent, and shall at all reasonable times, be open to the

inspection of every person desiring to see the same; any person entitled to vote at any such Election shall be entitled to be present at the opening of said Voting Papers; the Person having the highest number of votes of the Members of the Body voting for him shall be deemed to have been elected; and, in case of any equality of votes between two, or more, persons, then said Scrutineers shall forthwith put into a Ballot-1box a number of Papers, with the names of the Candidates having such equality of votes written thereon, one for each Candidate, and the said Chief Superintendent shall draw by chance from such Ballot-box, in the presence of the said Scrutineers, one of such papers, and the Person, whose name is upon the paper drawn shall be deemed to have been elected.

The present Members of the Council of Public Instruction shall hold office for two years from the passing of this Act, unless their appointment is determined at an earlier date by revocation, resignation, or otherwise; and every Person hereafter appointed to the said Council by the Lieutenant-Governor shall hold office for two years from the date of his appointment, unless his appointment is determined at an earlier date by revocation, resignation, or otherwise; but nothing herein contained shall prevent the re-appointment of any Member before, or after, the expiration of his two years of office.

NOTE. A copy of this Draft of Bill having been sent to me by the Honourable Attorney-General Mowat, I returned it to him with the following Letter:—

I. THE DEPUTY SUPERINTENDENT OF EDUCATION TO THE HONOURABLE OLIVER MOWAT, M.P.P.

In critically reading over your Draft of School Bill, a few things appeared to me somewhat ambiguous. Would you kindly decide in regard to them, before finally revising the Bill?

1. I notice that not only "Masters," but "Teachers," are admitted to vote for Members of the Council. Does the word "Teachers" include Assistants, that is, those who hold only a Public School Teacher's Certificate, or a Certificate issued by an Inspector, and Teachers of French, Music, etcetera? The question is sure to be asked, and it would be better to settle it now. In High Schools there are, (according to the Regulations), Masters and Teachers. The same is true of the Public and Separate Schools.

2. Under the Grammar School Act of 1865, and up to last year, when Mr. Adam Crooks' University Bill was passed, the Heads of Queen's and Victoria Colleges were *ex-officio* Members of the Council by virtue of a Section of the old University Act. The Reverends Doctor Snodgrass, (of Queen's), and Doctor Nelles, (of Victoria), would have attended the Meetings of the Council had provision been made, as now, for their Travelling Expenses. It seems ungracious, when this provision for expenses is made, to deprive them of the right and honour which they have enjoyed, and would have exercised if they could have afforded it, when we remember that the Graduates of these Universities are *ex-officio* entitled to the position of Head Masters in our High Schools and Collegiate Institutes, which are authorized to prepare Students for these very Universities. Would it not be well, therefore, to alter Section Eighteen as follows:—

"18. The Chief Superintendent and the President and other Heads of any University College in Ontario shall be *ex-officio* Members of the Council of Public Instruction, etcetera."

The Draft of Bill gives the Graduates of these University Colleges the right to elect a Member to the Council, while the University itself, (which is primarily interested in High School Education), is, through its Representative, excluded, under Mr. Crooks' University Bill, from the position, or influence, which it formerly occupied and enjoyed.

How would it do, (if you object to the alteration proposed), to give each University, through its Graduates, the right to elect a Member to the Council? This would take away all feelings of jealousy which I know exists now on this subject. The Graduates of Queen's and Victoria University Colleges, (who are High School Masters), feel that, while they themselves are recognized, their University is, by the Bill, excluded from all influence in High School Education and Management.

TORONTO, March, 1873. J. GEORGE HODGINS.

III. THE HONOURABLE ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I write this Note to say that I would be glad if you would attend the Committee of the House of Assembly. I do not think that we differ much if at all on the undisposed-of Sections of the School Bill; and a number of additional suggestions will be submitted to the Committee of the House before it reports; and your assistance may be of important service to the Committee and to me.

TORONTO, March 24th, 1873. OLIVER MOWAT.

IV. THE HONOURABLE ATTORNEY-GENERAL MOWAT TO J. GEORGE HODGINS.

I would like to see you at the House to-day. I want to speak to you about one or two points in your Notes on the School Bill, before the Second Reading, which I hope to take to-day.

TORONTO, 24th March, 1873. OLIVER MOWAT.

NOTE. On the 28th of March, 1873, Attorney-General Mowat withdrew, in the House of Assembly, his Bills for the Consolidation of the Public and High School Acts, and his Bill, (Number 218), in regard to the Council of Public Instruction for Ontario.

V. THE HONOURABLE ATTORNEY-GENERAL MOWAT TO J. GEORGE HODGINS.

I send you a private Letter from Mr. James Bethune, M.P.P., in regard to some School matters. Give me a short Memorandum referring to the point spoken of in it.

I also send you a Memorandum respecting the Town of Saint Thomas Grammar School. Give me a Confidential Note with reference to it also.

TORONTO, February 6th, 1873. OLIVER MOWAT.

VI. THE HONOURABLE ATTORNEY-GENERAL MOWAT TO J. GEORGE HODGINS.

Be good enough to draft me an answer to the accompanying Letter on School matters. I am likely to receive similar Communications from others.

Mr. Clarke, the Writer of the Letter, is personally very friendly to myself and the Government, and you will bear this in mind in drafting an Answer to his Letter. He is also an M.P.P.

TORONTO, July 4th, 1873. OLIVER MOWAT

CHAPTER XIV.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION FOR ONTARIO, 1873.

January 10th, 1873. The Communication of the Chairman of the Central Committee of Examiners, dated the 18th of September, 1872, having been again under consideration, it was,—

Ordered, That for female Candidates for Second and First Class Certificates, the First Book of Euclid be a subject of Examination, the subject of Domestic Economy being omitted. Also that Candidates for Third Class Certificates be required to be able to solve ordinary questions in Simple Interest.

The attention of the Council having been directed to an allusion to the Council of Public Instruction in the Speech of His Honour, the Lieutenant-Governor, on the opening of the Session of the Legislative Assembly, the Council adopted a Petition to the House of Assembly, and requested the Chairman to sign the same, on behalf of the Council.

NOTE. This Petition is printed in Chapter XII of this Volume.

January 24th, 1873. Several Communications were laid before the Council.

Ordered, That the Petition to the Legislative Assembly, adopted at the last Meeting of the Council, be printed, and that copies of the same be sent to the Members of the Legislature.

Ordered, That, in accordance with the recommendation of the Provincial Committee of Examiners, Certificates of Qualification of the First Class be awarded to several Candidates.

The Council requested the Chief Superintendent to communicate with Mr. Warwick and to inform him, that the specimens of his portion of the Fifth Book, which he submits, are not satisfactory; and that, while the Council are omitting at present to forbid their sale, the sanction of this Book, as issued by Mr. Warwick, will be withdrawn after six months, unless a decided improvement is exhibited.

February 21st, 1873. The Letter from Messieurs McMullen and Company, Brockville, asking for the conditions on which they could publish certain Text Books was read, and the Chief Superintendent was requested to give them the desired information.

The Chief Superintendent reported that, in compliance with an Address of the House of Assembly to His Honour the Lieutenant-Governor, and the directions of the Honourable the Provincial Secretary, contained in a Letter, dated the 24th of January last, he had made a Return, as required, respecting the High School Entrance Examinations. The Printing Committee of the Legislative Assembly, however, declined to order the printing of the entire Return, having determined to omit that portion of it containing the Regulations of the Council of Public Instruction and the Correspondence in regard to the subject.

The Council, thereupon, adopted a Remonstrance against printing the Return in a mutilated form, and desired the Chairman of the Council to sign the same, as an entire Return on behalf of the Council. The Chief Superintendent was also requested to transmit the Remonstrance of the Council on the subject, and to ask that it be read to the Printing Committee, and, if necesasry, to the House of Assembly.

March 17th, 1873. Several Communications were laid before the Council.

A Letter from Mr. J. A. Mackenzie, of Stratford, reporting the sudden death on the 4th instant of his Father, the Reverend J. G. D. Mackenzie, M.A., one of the Inspectors of High Schools.

The following Minute was adopted respecting the decease of Mr. Mackenzie:—

From the Letter of Mr. J. A. Mackenzie, now read, it appears that the late Reverend J. G. D. Mackenzie had been ailing for some time, but that he had latterly greatly rallied, so that good hopes were entertained of his recovery, and that he had resumed his duties by the advice of his Physician; that on the morning of the day of his decease, he seemed to be in good health and spirits, and had been engaged during the forenoon in examining the Pupils of the High Schools at Stratford,—had returned to his hotel about half-past twelve, and within half-an-hour afterwards was found lying dead on a sofa.

The Council desires to express its sincere regret at the demise of the late Reverend J. G. D. Mackenzie, who has been Inspector of High Schools during the last five years, its high sense of the value of his services, and at the impartiality, faithfulness and efficiency with which he discharged his important duties as High School Inspector.

The Council desires at the same time to express its deep sympathy with the Widow and family of Mr. Mackenzie, on account of the heavy bereavement with which they have, in the order of a mysterious Providence, been visited.

Several applications for the position of High School Inspector were received and examined; but the further consideration of the subject was deferred until an adjourned Meeting of the Council.

At the request of the Council the Deputy Superintendent of Education stated what were the provisions of the Draft of the amended School Bill, so far as they related to the constitution of the Council of Public Instruction.

March 20th, 1873. Additional applications for the position of High School Inspector were laid before the Council, when it was,—

Ordered, That Mr. J. M. Buchan, M.A., be appointed to the office of Inspector of High Schools, and a Member of the Committee of Examiners of Public School Teachers, vacant, in consequence of the lamented death of the Reverend J. G. D. Mackenzie, M.A. The Reverend Doctor Jennings expressed his preference, however, for Mr. John Scott, M.A.

A Letter from the Chief Superintendent of Education to *The Mail* Newspaper in regard to the Council of Public Instruction for Ontario, having been read, the Members of the Council avail themselves of the first opportunity individually to declare that the statement made by the Chief Superintendent of Education, in his Letter, which appeared in *The Mail* of the nineteenth instant, in regard to the discharge of their duties, is perfectly correct.

Ordered, That the Chief Superintendent be requested to apply to the Government to permit the payment of Mr. Mackenzie's Salary to his Widow, until at least the end of the current half year.

Ordered, That a copy of the foregoing Minute, together with that adopted on the 17th instant, be transmitted to Mrs. Mackenzie, with such a Letter as the Chief Superintendent may think proper to address to her.

March 25th, 1873. Several Communications were laid before the Council.

The question of the appointment of the additional Inspector of High Schools, having been again under consideration, it was,—

Ordered, That Mr. S. A. Marling, M.A., be appointed as an Inspector of High Schools and a Member of the Committee of Examiners of Public School Teachers, to enter on his duties from the 1st of July next.

Upon the subject of High School Inspectors, the following Minute was adopted:—

It appears from the Letter of the Chief Superintendent, dated the 6th of December, 1872, addressed to the Honourable the Provincial Treasurer, that, in proposing the Estimate for the Salary of a third Inspector of High Schools, he assigned as a reason, in addition to the duties of High School Inspectors, the "requiring of them to inspect the Separate Schools, and also the principal Public Schools in Cities, Towns and

Incorporated Villages, (which are the feeders to the High Schools), at least so as to see how far the Programmes and Regulations are carried out in these Schools." Such also was one reason assigned to the Legislative Assembly, on the part of the Government for this item in the Estimates.

The Council, therefore, in appointing a third Inspector of Schools, does so with the understanding, and the intention that the Inspectors shall visit the Separate Schools. under such instructions from the Chief Superintendent, as the Separate School Law authorizes; and also that they shall visit the principal Public Schools in Cities, Towns and Villages, as proposed to the Government, when submitting the Estimate for the Salary of a third Inspector of High Schools.

The Regulations as to the qualifications of Public School Inspectors having been brought under consideration, it was,—

Ordered, That the Regulations adopted on the 24th of February and the 17th of March, 1871, respecting the qualifications of Public School Inspectors be amended so as to read as follows:—

Certificates of Eligibility for appointment to the office of County, City, or Town, Inspector of Schools, shall hereafter be granted only to Teachers of Public Schools, who have obtained, or who shall obtain, First Class Provincial Certificates of Qualification of the highest grade, (A).

With respect to Major Goodwin's application, the Council recommend that, in view of his largely increased duties, one hundred dollars per annum be added to his present Salary.

The attention of the Council having been directed to the adoption of Regulations for the High Schools, with some amendments, the further consideration of the subject was deferred till the next Meeting.

March 31st, 1873. Several Communications were laid before the Council.

Ordered, That, with respect to the Text Books at present authorized, and of which the copyright is under the control of the Council, the Regulation adopted in April, 1869, and numbered Five, Six, Seven and Eleven, be suspended, so that any Printer, or Publisher, may produce and sell editions of such Books, after giving the required approved security as to the due performance of the work, and obtaining the sanction of the Council for specimen copies, submitted previously to sale, as provided in the remaining Regulations adopted at the above mentioned date.

The following Programmes and Regulations for the organization and Government of High Schools and Collegiate Institutes were adopted, and recommended for the sanction of His Excellency the Lieutenant-Governor-in-Council:—

NOTE. This Programme and Regulations will be given in a Separate Chapter.

The Chief Superintendent of Education read the following Letter to him from the Honourable Attorney-General Mowat:—

Judge Morrison has sent me his resignation of his seat in the Council of Public Instruction. There will, therefore, be three vacancies to fill. I would like to fill two of these by the appointment of Mr. Goldwin Smith and Mr. Deroche, M.P.P. I have written to Mr. Smith on the subject, but he has hitherto hesitated to accept. I am sure you will agree with me that he would be a valuable acquisition to the Council. As the Masters of the Public Schools are not to have the right of electing a Representative this year, Mr. Deroche may be considered as occupying that position, inasmuch as he has been himself a Teacher, and his sympathies are evidently with the profession to which he until lately belonged.

I am aware that some months ago you suggested to the then Government the names of the Reverend Frank Marling and the Reverend D. J. Macdonnell, but I think it would be better to appoint laymen, considering that there are already a number of Ministers in the Council.

I would like to name as the third Member some independent layman known to the public and in whom confidence would be placed, and who at the same time would not be distasteful to yourself.

TORONTO, April 14th, 1873. OLIVER MOWAT.

May 20th, 1873. A Letter from the Assistant Provincial Secretary was read, informing the Council of the appointment of Mr. William McCabe, LL.D., and of Mr. Hammel Madden Deroche, M.A., as Members of the Council of Public Instruction

Several Communications were laid before the Council.

Upon the recommendation of the Chief Superintendent, Mr. James Forsyth, the Gardener, was granted three months' leave of absence, in order to visit his Parents, as he had not for some years had the usual allowed vacation.

The case of discipline in the Normal School having been considered, it was,—

Ordered, That Mr. Joseph Martin be expelled from the Normal School, and that the other six Students who committed a flagrant violation of Rules of the School on Saturday, the tenth instant, as reported by the Principal, be suspended from attendance for one week, and only re-admitted on making a suitable apology.

The Regulations for the admission of Pupils to High Schools were again considered, and some amendments having been made to them, they were approved.

NOTE. These Regulations are given in a Separate Chapter of this Volume.

July 4th, 1873. Several Communications were laid before the Council.

Ordered, That female Candidates for First and Second Class Certificates in the Normal School be not examined in Euclid until the December Examinations.

Several applications for pensions from the Superannuated Teachers' Fund were approved.

The application of Miss Emily Brown, of Cornwall, now teaching a Parochial School, to be allowed to become a subscriber to the Superannuated Teachers' Fund, was declined, as the School she teaches in is not a Public School recognized by Law.

July 23rd, 1873. Several Communications were laid before the Council.

Ordered, That, in order to afford the amplest opportunity for notice and preparation for the first uniform Examinations for admission of Pupils to the Provincial High Schools, that part of the Thirteenth Regulation, which required the Entrance Examinations to the High Schools to be held immediately after the close of the Summer Vacation, be suspended for the current year, and that these examinations take place this year on the first two days of the Autumn Term of the High Schools, namely, on the 13th and 14th of October next.

The Chief Superintendent having recommended the concurrence of the Council in certain appointments proposed by the Principal of the Normal School, it was, —

Ordered, That Miss Anna Adams be appointed first Assistant in the Girls' Model School, in place of Miss Jones, resigned. That Miss M. Carter be appointed second Assistant in the School, and that Miss Christina Whinnenster be appointed third Assistant, in place of Miss Carter promoted,—the appointments to take effect in August.

The application of Mr. John Burke, of Logan, for a pension from the Superannuation Fund, for twenty-two years' service, was approved.

September 9th, 1873. Several Communications were laid before the Council.

Ordered, That the Council concur in the recommendation of the Central Committee of Examiners, that no change be now made in the requirements for a Teacher's Third Class Certificate.

Ordered, That, as recommended by the Central Committee of Examiners, several First Class Certificates were awarded.

The Council adjourned to the Theatre, where the Gold Medal granted by Mr. McCabe was presented to Mr. Davison by the Chief Superintendent of Education, in the presence of the Council, Examiners, the Masters and Students of the Normal School and many of the public.

October 23rd, 1873. Several Communications were laid before the Council.

A Letter was received from certain male Students of the Normal School complaining of alleged defects in the teaching and administration of the Principal of the Institution, and in the teaching of the Mathematical Master.

The Letter from the Students was referred to the Chief Superintendent, with the request that he would communicate the same to the Principal and the Mathematical Master for their observations thereon.

The Petition of Mr. Lennox in regard to County Examiners was considered, but the decision thereon was deferred.

October 27th, 1873. Several Communications were laid before the Council.

A Letter was received from the Principal of the Normal School reporting on the Communication from the Students, referred to him. Also one from the Mathematical Master, reporting on the same Letter.

Mr. Lennox's Petition, being again under consideration, on the recommendation of the Chief Superintendent, it was,—

Ordered, That the Regulation respecting the Qualifications of Examiners of Public School Teachers be amended, by inserting the words "and ex-Head Masters" after "Head Masters."

Respecting the matters complained of by the Students, and the explanatory Letters of the two Normal School Masters above mentioned, the Chief Superintendent and Messieurs McCabe and Deroche were requested to act as a Committee to investigate the matter, and report to the Council on Friday next, or earlier, if practicable.

October 30th, 1873. The Committee appointed at the last Meeting of the Council on the Memorial of the Students, presented the following Report, which was adopted:—

The Committee, to whom was referred the Memorial of certain Students of the Normal School, beg to report that they have devoted nearly two days to the investigation of the subject, and conference with the principal parties concerned, and have pleasure in stating that the Students have withdrawn their Memorial, confiding in the Council to do what is for the best interests of the School and of the Students. Your Committee recommended that the Chief Superintendent be requested to address the Students upon the matters in question, and take such further action as he may deem necessary in the premises.

H. M. DEROCHE, Chairman,
WM. MCCABE,
EGERTON RYERSON,
} Committee.

TORONTO, 10th October, 1873.

A Letter from Mr. John Munro and from other Students of the Normal School, withdrawing the Memorial referred to, was laid before the Council in connection with the above Report.

A Letter from the Public School Inspector of East Middlesex, enclosing a Petition from Mr. W. D. Eckert, respecting the validity of his Certificate, and recommending that his request be granted, was laid before the Council, whereupon it was,—

Ordered, That Mr. W. D. Eckert be allowed the standing of a First Class Teacher, in accordance with the terms of his Petition.

Mr. William McCabe made the following motion, which it was agreed to leave over until next meeting.

Mr. William McCabe moves, seconded by Mr. H. M. Deroche, that the Qualifications of Inspectors of Public Schools be as follows:—

All County and City Superintendents of Common, or Public, Schools, who have held that office consecutively for three years; all Head Masters and ex-Head Masters of Grammar, or High, Schools, who have taught the same School three years; all Teachers of Public Schools who have obtained, or who shall obtain First Class Provincial Cer-

tificates of the highest grade (A.); and all Graduates in Arts who have proceeded regularly to their Degrees in any University in the British Dominions, and who have taught in the same College, or School, for not less than three years, shall be considered legally qualified for the office of County Inspector of Public Schools without any further examination, on obtaining in each case, from the Education Department, the Certificate required by Law.

December 5th, 1873. The Report of the High School Inspectors, respecting the results of their examination of the local Examiners' reports, and of the Papers of the Pupil Candidates for admission to the High Schools in the month of October were laid before the Council and considered, whereupon it was,—

Ordered, That the High School Boards be permitted, if they think it expedient, to retain the Pupils whose admission has been disallowed in the present instance. But the attendance of such Pupils shall not be reckoned in the distribution of the Grant until they shall have been examined and admitted according to Law.

The following recommendations of the High School Inspectors were approved, and ordered to be embodied in the Regulations for the admission of High School Pupils, videlicet:—

(*a*) That the time and duration of each examination, as well as the time allotted for each examination paper be fixed by the Central Committee.

(*b*) That the Return of the Local Inspector, to be forwarded to the Chief Superintendent at the close of the examination, shall contain a record of the marks obtained by each Candidate for each question.

(*c*) That the Local Examiners shall be requested to publish in one local Newspaper the names of admitted Candidates finally approved by the Inspectors, and the names of the Schools at which they were prepared.

In regard to the following recommendations of the Inspectors, the Council express no opinion, as they require legislation to give them effect, videlicet:—

(*d*) That the entire conduct of the entrance examinations be placed in the hands of disinterested Examiners, the High School Authorities having the right of appeal to the Education Department.

(*e*) That the use of the Questions prepared, for the admission of Pupils to the High Schools, under the direction of the Department, be made obligatory in all cases.

December 16th, 1873. Several Communications were laid before the Council.

A Letter was received from the United Board of High and Public School Trustees, Belleville, requesting that the use of Uniform Papers at the Entrance Examinations at High Schools be made compulsory.

The Chief Superintendent was requested to acknowledge and reply to the Memorial from the Trustees at Belleville.

Ordered, That the Very Reverend the Chairman, and Messieurs McCabe, Deroche and Maclennan be a Committee for the examination of Text Books that may be submitted to the Council.

With respect to the Letter from Messieurs Adam, Stevenson and Company, the Regulations respecting copyright, adopted in April, 1869, were taken into consideration, and those numbered Five, Six, Seven and Eleven, were cancelled. The Chief Superintendent was requested to inform Messieurs Adam Stevenson and Company of the action of the Council, and to convey to them the views of the Council on the other points submitted by them.

The Regulations respecting the Qualifications of Inspectors of Public Schools were then taken into consideration, on the motion of Mr. William McCable for amending the same. After a discussion on the subject the motion was withdrawn.

CHAPTER XV.

INEQUALITY OF THE SALARIES OF THE OFFICERS OF THE EDUCATION DEPARTMENT COMPARED WITH THOSE OF THE OTHER DEPARTMENTS OF THE GOVERNMENT, 1873.

I. Letter from the Chief Superintendent of Education to the Honourable Attorney-General Mowat.

I have written an Official Letter to the Honourable Provincial Treasurer, on the inequality and injustice of the Estimates, as they relate to the Officers of this Department, in comparison of Officers of other Departments, and enclose you a Letter from Doctor Hodgins on the subject.

Doctor Hodgins would have set up years ago for himself as a Member of the Bar, and would, probably, at this time, been in the receipt of twice his present income, had I not prevailed upon him to give his life to this work. When Messieurs George Brown and his brother-in-law, Mr. Thomas Nelson, (of whom Mr. James Campbell was then the Toronto Agent), sought to get the monopoly of publishing and printing the Text Books and Maps for Public Schools, Doctor Hodgins aided me with his accustomed ability and faithfulness, to maintain the free system of publishing such Books and having a uniform series. For that he has never been forgiven, any more than myself, by these parties; and that is one chief ground of hostility to him in certain quarters.

I will only add, that it troubles me little how I am treated personally; but it does grieve me to the heart that others should be made to suffer in consequence of their labouring with me. You know what Doctor Hodgins has done in consolidating for you the High and Public School Acts. Your own Clerk received $450 extra for consolidating the Municipal Institutions Acts, besides an increase of $800 to his Salary, while Doctor Hodgins, of unquestioned legal attainments, as you have had proof, and who has served the public nearly if not as many years as your Clerk has months, is left with an inferior Salary, apart from the fact that no allowance has been made to him for his special services.

Toronto, February 24th 1873. Egerton Ryerson.

II. The Attorney-General to the Chief Superintendent of Education.

I have received your Note as to Salaries, with Doctor Hodgins' Letter on same subject. I may be able to do something for him in the Supplementary Estimates. In regard to the Officials in the Departments held by Members of the Government, every individual case was considered by the Head of the Department, and the results were modified by the Executive Council. Inequalities were discovered,—reasons appeared for an increase in some cases, which did not apply to others, or were thought not to do so. And the complaint from the Officers left with their old Salaries are as strong as that from the Education Department. This matter of Salaries is of immense difficulty, where every increase has to be justified to others not familiar with the merits of the Clerk, or with his duties. It is one of peculiar difficulty to myself.

Toronto, February 27th, 1873. Oliver Mowat.

CHAPTER XVI.

RETURN TO AN ADDRESS OF THE HOUSE OF ASSEMBLY IN REGARD TO NORMAL SCHOOLS, 1873.

RETURN TO AN ADDRESS OF THE LEGISLATIVE ASSEMBLY to the Lieutenant-Governor, praying that he will cause to be laid before the House copies of all Orders-in-Council and Correspondence in reference to the establishment in Ontario, of any additional Normal School.

TORONTO, 6th February, 1873. By Command. T. B. PARDEE, Secretary.

I. LETTER FROM THE PROVINCIAL TREASURER, OCTOBER, 1872, TO THE CHIEF SUPERINTENDENT OF EDUCATION.

NOTE. This Letter, requesting an opinion from the Chief Superintendent of Education on the establishment of additional Normal Schools, with the Chief Superintendent's Reply to it, is printed on page 21-23 of the preceding Volume of this History. The Reply of the Chief Superintendent was to the effect that he thought that it would be desirable to establish an additional Normal School, with attached Model Schools, at London, at Kingston and at Ottawa. As the result of this Reply, the following Correspondence took place:—

II. DOCTOR RYERSON TO J. GEORGE HODGINS.

Mr. Mowat sent Mr. Kinlock to me to-day and request you to stop at Ottawa and also at Kingston on your return from Montreal; and inquire and see as to a School Site in each place for a Normal and a Model School. He is to send to names of certain persons in each place on whom you can call and inquire as to where and at what price a Site may be obtained in each place, in the event, or case, of establishing a Normal School there.

I was sorry that I did not see you after my interview with Mr. Mowat on Monday. It was in every respect even more than satisfactory. He expressed the intention to restore to you and Mr. Marling the Salaries as you had them in 1867.

He thinks that some Legislation on School Matters will be necessary even for the name of it, and I think your Memorandum on the proposed School Bill and my Letter to Mr. Blake will justify it. Mr. Mowat proposed to go over the subject of School Law Legislation with you, so as to relieve, and not trouble, me in regard to it. I have promised that we would Draft a Bill on the subject, respecting which you and he could confer. I am, therefore, anxious that you should return from Montreal as soon as you can. But Mr. Mowat's desiring you unofficially, of course, to look into and inquire about Sites for Normal Schools in Ottawa and Kingston indicates his views and feelings, and how we shall be assisted, rather than retarded by him, in our great Work.

I was out last night at the Opening of the New School House at "Buttonville, in Markham," and had a very pleasant time.

TORONTO, December 12th, 1872. EGERTON RYERSON.

NOTE.—On my way up from Montreal I stopped over, first at Ottawa to enquire into the feasibility of procuring, in that City, a Suitable Site for a Normal School, with its accompanying Model Schools. I was aided in this enquiry, which was quite satisfactory, by Members of the Public

School Board in that City. At Kingston I had the same assistance with the same satisfactory results. But beyond making this enquiry and reporting the facts nothing further was done by the Government at the time. In August, 1873, however, I received the following Letter from the Honourable Attorney-General Mowat on the subject:—

III. ATTORNEY-GENERAL MOWAT TO J. GEORGE HODGINS.

I wrote to Doctor Ryerson the other day respecting an offer which the Honourable Alexander Campbell made of His House and Grounds at Kingston for a Normal and Model School. The Doctor, in his reply, suggested that you had better go to Kingston to examine and report the relative situation and advantages of Mr. Campbell's property, as compared with a portion of the Duff farm, which was reserved for this purpose. I will be obliged therefore if you would go down to Kingston for this purpose.

Mr. Campbell's offer has been made to me privately, and, unless accepted, he seems to wish that it should not be publicly known that the offer has been made. You will be good enough to bear this in mind. It is doubtful whether we can take any steps next Session for the establishment of the Normal School at Kingston, but I wish to be prepared with all necessary information. Mr. Campbell offers his place for £4,000. If the distance from the City is not too great for the Model School, you will be good enough to look at the place with a view to suggesting the alterations and additions that may be necessary to commence with. If the expenditure of $80,000, or $100,000, is necessary, nothing can be done until the next Session of the Legislature.

The Teachers, at their August Meeting, have made several suggestions for the amendment, or alteration, of the School Law, and a proof has been sent to me of an article which is to appear in the next number of *The Ontario Teacher*, and which contains additional suggestions. Before the next Session of the House of Assembly, I want to consider these, and all other suggestions which have been made to me. I would like to have a Memorandum from yourself, or Doctor Ryerson, on the subject of those which I have mentioned.

TORONTO, August 20th, 1873. OLIVER MOWAT.

IV. J. GEORGE HODGINS TO THE HONOURABLE ATTORNEY-GENERAL MOWAT.

In reply to your Note of the 20th instant, I desire to say that I shall be ready to go to Kingston as you desire.

Will you kindly give me a Note to Mr. Campbell, so that he may know that I am authorized to act in the matter.

Except in the Newspapers, I have not seen, or heard of, the proposed changes suggested by the Teachers. Nor do I think Doctor Ryerson has been otherwise informed of them. I conversed freely with the Inspectors upon the School Law; but they agreed upon no suggestions, except individually to approve of the Bill of last Session. I heard of no dissentients.

Short of what was proposed by the few Teachers here, Doctor Ryerson does not agree to any others. One of the proposals of the *Ontario Teacher* is, I think, unfortunate, and that is the licensing of Monitors, so as to give them a legal status, and enable them to obtain a share in the School Fund. The effect of such a proposition would be virtually to introduce a fourth class of Teachers in the Public Schools, as Assistants,—when it is notorious that the Third Class Teachers have now very inferior qualifications,—it being the grade at which persons are admitted to the Normal School, and were only designed to act as Assistants of Teaching Monitors. The *Ontario Teacher* proposal, if adopted, would virtually undo all that we have been labouring to do for years in the

direction of raising the standard of the Teachers' qualification. At present the following grades of Certificates are authorized by Law:—

First Class, Grade A.	Second Class, Grade B.
First Class, Grade B.	Third Class.
Second Class, Grade A.	

We have thus, as you see, five grades of Certificates, which is quite sufficient, and with the present very low qualification of the Third Class, it would be a step backwards to authorize a Fourth Class, or lower Grade of Certificate,—especially as Third Class Teachers are only now fit to act as Monitor, or Pupil Teachers, which is their natural position. The tendency at present is to be satisfied with Third Class Teachers, as they cost little, in the shape of money. If a Fourth Class of Teachers is authorized, the Trustees would content themselves with such Teachers, as they do now with the Third Class as Teachers and as Assistants.

We have had no School Law suggestions made to us since last Session,—although copies of the Bills were freely sent out, accompanied with an enclosed Circular.

If you send anything to me on the subject, which you may have received, a Memorandum, or Report, on them will be prepared and sent to you.

I have gone over the new Plans of the Ottawa Normal School with Doctor Sangster. They require one, or two, additions, but otherwise they are admirably adapted to the object in view. I do not see that anything could be left out without marring their value and completeness.

TORONTO, August 22nd, 1873. J. GEORGE HODGINS.

V. J. GEORGE HODGINS TO DOCTOR RYERSON.

In a Note received from Mr. Mowat to-day he says that you have suggested that I should go to Kingston about the proposed Normal School Site on the Honourable Mr. Campbell's property.

Mr. Mowat further refers to suggestions made by the Teachers at their August Meeting, in regard to amendments, or alteration, of the School Law; and a proof has been sent to him of an article which is to appear in the next number of the *Ontario Teacher*, and which contains additional suggestions. Before next Session he says he wishes to consider these, and all other, suggestions which have been made to him. He says: I would like to have a Memorandum from yourself, or Doctor Ryerson, on the subject of those suggestions which I have mentioned.

I told him in reply that except, in the Newspapers, I had not seen what was proposed by the High School Masters, and that I did not think you agreed with all of their suggestions, nor with the one on the forthcoming editorial of *The Ontario Teacher*. We have had no suggestions made to us since last Session, although the Draft of School Bills were sent out freely. I also said that I had conversed freely with the Public School Inspectors, who, so far as I knew agreed with the provisions of the Bill, but that they had made no suggestions this year. I said, however, that if he, Mr. Mowat, would enclose any suggestions, which he had received, a Memorandum, or report, on them would be prepared for his information.

TORONTO, August 23rd, 1873. J. GEORGE HODGINS.

VI. LETTER FROM J. GEORGE HODGINS TO THE HONOURABLE ATTORNEY-GENERAL MOWAT.

Agreeable to your instructions, I visited Kingston last week. I now desire to report upon the eligibility of the two Sites for the purposes named.

In regard to the first, or Hamilton property, I would state that it is situated on Union Street, just beyond the Ordnance property. It is about midway between the Court House and the Village of Portsmouth, and about a quarter of a mile from the

little Village at the head of Princess Street. The property consists of twelve Acres of Ground, and is handsomely laid out. The residence on it is a good one of stone, about forty-five feet square. The Out-buildings are of brick and wood. The Garden is quite extensive, and the Grounds are well planted with Trees,—some of them of considerable size.

So far as the situation is concerned, the property is very well adapted for the purpose of a Site for the proposed Normal and Model Schools. There would be no difficulty in securing for the Model School attached to the Institution a sufficient attendance of children even in Winter from the City and from the adjacent Villages, especially as the superior character of these Schools would no doubt, without difficulty, attract a large number of children, as in Toronto. Indeed the distance might be one advantage rather than otherwise, and would tend to relieve the pressure for admittance which is so constantly felt in the Model Schools in this City.

What may, therefore, be said in favour of the Campbell property may be summed up as follows:—

1. The Site is an eligible one, and not too far from the City, (and Villages), to secure a sufficient attendance of Pupils for the Grammar and Model Schools.

2. The Grounds are large, (12 Acres), and are well laid out, planted and fenced.

There are other considerations, however, which, in regard to the Site, I respectfully submit as follows:—

1. The House on the property, which is a fine Stone one, is only about forty-five feet square. It could scarcely be used to any account in the construction of the School.

On the whole I do not think the Government could save anything by substituting the Campbell property for the second, or Ordnance, Site. The cost of the fencing, Out-buildings and laying out the Grounds for Normal and Model School purposes, would be more than counterbalanced by the additional sum, which would have to be paid for the Stone Dwelling House, Garden and other improvements, as the Dwelling House could not be turned to any practical account in the erection of the necessary Buildings.

The Ordnance Site would cost the Government nothing, I believe. Its sale, (should that be desired), with a view to purchase the Campbell property would not likely realize more than from $300 to $500 per acre,—which would go but a little way in the purchase of the Campbell Site, which, for the reasons which I have stated, is intrinsically no more valuable, or convenient, for the purposes of a Normal School than itself.

Toronto, August, 1873. J. George Hodgins.

NORMAL SCHOOLS IN THE STATE OF NEW YORK, 1873.

Note. In reply to a Letter to the Secretary of the State of New York as to the number of Normal Schools in that State, the following reply was received:—

Your Letter in regard to Normal Schools, addressed to the Secretary of State, has been referred to me for answer.

We have eight State Normal and Training Schools, located as follows:—

At Albany City, having a population of	70,000
At Oswego City, having a population of	21,000
At Buffalo City, having a population of about	118,000
At Brockport Village, having a population of about	4,000
At Cortland Village, having a population of about	3,000
At Fredonia Village, having a population of about	4,000
At Potsdam Village, having a population of about	4,000
At Genesee Village, having a population of about	3,000

The Normal School at Albany is the oldest, and the one at Oswego next. In locating the others propositions tendering to the State, Sites and means for erecting the Buildings, in consideration of the location, were invited and received from all Towns and Cities that chose to make them. The character of those offers, I think, had more influence than the relative size of the competing Towns in determining the locations, while attention was given to a convenient distribution of the Schools throughout the State.

In the smaller Towns, living is somewhat cheaper for Students, and there is, perhaps, more local pride and interest in the Schools. In other respects I do not know that small Towns offer any advantages over Cities. In any case, however, there should be a sufficient number of children, in the locality selected, to form graded training Classes for the practice of Normal School Students.

ALBANY, 15th November, 1872. ABRAM B. WEAVER, State Superintendent

FACILITIES FOR GRANTING CERTIFICATES OF QUALIFICATION TO TEACHERS.—NUMBER GRANTED IN 1872.

NOTE. In each County of Ontario there is a Board of Public Instruction for examining and licensing Public School Teachers. In February, 1873, the House of Assembly ordered that a Return be made to it of the number of First, Second and Third Class Certificates granted to School Teachers, during the year 1872; also, the number of persons who have made application for Certificates, and have been unable to obtain them during the same year. The Reply made to this order of the House of Assembly by the Chief Superintendent of Education was as follows:—

FROM THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour, in reply to Mr. Eckart's Letter of the 23rd ultimo, to send herewith a Return, asked for by the House of Assembly, of the number of First, Second and Third Class Certificates which were granted to Public School Teachers during the year 1872; also of the number of rejected Candidates for Certificates during the same year. Of this latter class, the Department has consented, on the recommendation of the County Board of Examiners, and of the County Public School Inspector, to the issue of a special Certificate to each, valid for six months.

TORONTO, 14th February, 1873. EGERTON RYERSON.

SCHEDULE OF THE RESULT OF THE EXAMINATION OF PUBLIC SCHOOL TEACHERS, 1873.

Total Candidates for First Class	Obtained First Class	Not allowed First Class	Obtained Second Class	Applied for Second, and allowed Third Class	Obtained Special Certificates in Agriculture	Applied for and obtained Third Class	Applied for Third Class, and allowed Temporary Permits
July 42	July 10	July 32	July 197	July 117	July 7	July 865	July 44
December 14	December 4	December 10	December. 75	December. 81	December. 4	December. 630	December. 26
Total 56	Total..... 14	Total 42	Total 272	Total 198	Total..... 11	Total.... 1,495	Total 70

TEACHERS' INSTITUTES AS A TEMPORARY SUBSTITUTE FOR NORMAL SCHOOL TRAINING.

NOTE. After the passage of the Improved School Act of 1871, Teachers generally—especially those holding the lower grade Certificates—expressed

a desire for the establishment of Teachers' Institutes, as a temporary substitute for Normal School training. The Chief Superintendent of Education sought to meet their wishes; and, as an experiment, appointed one to be held in the somewhat central County of Brant. Its proceedings were at the close thus reported to the Chief Superintendent:—

The following is a Report of the proceedings of the Teachers' Institute held in the Central School of Brantford. Those who were present can testify as to the practical and excellent character of the work accomplished. They will probably conclude therefrom that something of the kind must be done ere our educational system shall have attained its full growth and maturity. What that something is, has, indeed, been long evident to all intelligent Educators. The Normal School at Ottawa will probably be open for the reception of Students in a year's time, and two additional ones will likely follow, one at Kingston and the other at some point in the west. Thus the whole Province will be practically supplied with Normal School privileges. As adjuncts to these Schools for the training of Teachers it is considered that Teachers' Institutes are necessary, and, judging from the success of that held last week, we should be disposed to regard them as an essential part of the System. Their advantages have been recognized by the Legislatures of several of the neigbhouring States. Appropriations for them have been made, and the result, so far, has been pronounced satisfactory. In the State of Michigan, $5,000 is annually allowed for Institute expenses; in Maine, $4,000; in California, $100 for each County Institute of from three to five days' length; in Pennsylvania the amount varies from $60 to $200 for each County Institute according to attendance; in Iowa, $50 is allowed for each, and in Indiana the same amount.

In our School Act passed early in the year 1850, an appropriation was made "for the encouragement of Teachers' Institutes," and in that year Messieurs Robertson and Hind, then Masters of the Normal School, held Institutes in each County of the Province. Last year the Local Legislature made a similar appropriation. Asuming, then, that sometime during 1874 we shall have two Normal Schools in operation, one in Toronto and one at Ottawa, with possibly a third Establishment in course of erection, and Institutes at different points as adjuncts to them, the question of efficient management and supervision immediately presents itself for consideration. At present the Prisons of the Province, and the Deaf and Dumb Institute at Belleville, and the Institution for the Blind in this Town, are subjected to periodical inspection by a competent Officer, who is responsible to the Local Government. An Officer with similar powers and suitable qualifications will, we may promise, be needed for the proposed Institutes and Normal Schools. For the proper discharge of such a duty, however, the services of a person of exceptional skill, experience and ability will be required.

To competent scholarship must be added a thorough acquaintance with the best and most approved methods of teaching, as well as with School Organization and School Government.

At the earnest request of the Brant Teachers' Association Doctor Sangster, late Head Master of the Normal School, Toronto, held a Teachers' Institute at Brantford. After introduction by the Town Public School Inspector, Doctor Kelly, Doctor Sangster proceeded to discuss the most approved method of teaching Arithmetic. Two things, he said, must be kept constantly in mind in teaching this and all branches of education, namely, the development of the child intellectually at the same time that the mind is stored with useful practical information. It might seem too strong perhaps to state that many of them would be puzzled to say how they acquired any knowledge of Arithmetic, but the condition of Schools in other parts, if not in Brant, justified the assertion. He believed that the child was made an arithmetician during the first six months of his School life, or he might almost despair of success in its study. He could not then too strongly deprecate the too early introduction of a Text Book into the child's hands, as this tended to involve rather than to simplify the subject. The living voice

of the active, energetic and intelligent Teacher, mind speaking with mind, was the only proper method of instructing the child when first introduced to School. A second error, he said, was a want of thoroughness. The admission that one has been "through the Book" two, three, or more times, was sufficient to show that he knew nothing at all of the subject. When the child was properly taught there was no need of having him repeat what was in his Book. Some Teachers are deceived as to the thoroughness of their Class,—a small percentage, perhaps, giving the correct solution while the others copy from them. Hence he would recommend placing the Pupils in such positions as would render prompting and copying impossible. He would also recommend holding thorough, impartial and strict examinations of the School at stated periods. A mariner imbued with a sense of his responsibility omits not to take his reckonings; why then should the Educator of the youth spend month after month without determining the position of his Class,—those who are making progress and those who are not? Some Teachers also, he regretted to say, were wilfully dishonest in this matter. Finding it an easy matter to persuade the child, and through the child, the Parents, that progress was being made, they lustily sounded their own praises for a year or two, until some fortunate event revealed the truth. Such Teachers were constantly shifting their places, and the pity was that they were ever allowed to rest. They cursed the community instead of blessing it where they happened for the time to get employment. A third error was allowing the Pupil to wander from rule to rule without giving any other reason for the operation than that "the Book said so." Every step of such a process should be explained and repeated till a clear perception of it was fixed in the mind. He did not mean till the Pupil could explain it in return, for this required a power of language which was not always found in children. To understand was one thing, to explain another. But the intelligent Teacher was never at a loss to know by the eye of his Pupil that the mind apprehended his explanation.

A fifth error and a most crying evil was not making the matter practical. How many Pupils were there who had gone through the whole course of Arithmetic, and could, perhaps, solve tolerably difficult examples, and yet when required to calculate the price of a load of hay, or wood, or the interest on an ordinary note were utterly at sea! The urgent demand of the age, and one to which Teachers would do well not to close their eyes, was for a more practical Common School Education. The want was felt in the United States, and is beginning to be felt in Canada. Doctor Sangster then proceeded to show what method of instruction he would recommend. And, first, he would say, that the perceptive faculties should be developed before the reflective. Hence the child would then first learn things, then names as attached to things. Therefore, in teaching young children abstract numbers should never be used.

Begin, he said, by teaching the child to perform simple operations mentally, then to represent these on the Board, or Slate, and, lastly, to reproduce the same operation with the use of other numbers, always following the order, mental-work, black-board, slate. At least one-half the time should be spent in review, that every operation may be understood and remembered.

This is a brief outline of Doctor Sangster's Lecture on Arithmetic, and it will give a key to his method of teaching other subjects, with, of course, such differences as are interesting to the practical Teacher alone. His instructions, couched in appropriate language, were listened to with attention for six or eight hours each day. They cannot fail to elevate the status of Schools in this and surrounding Counties. At the close of the second day the following Resolutions were adopted:—

Moved by Mr. James Mills, M.A., seconded by Mr. Wm. Wilkinson, M.A.:

"First, that the Members of the Brant County Teachers' Association and the other friends of Education here assembled embrace this opportunity of testifying to J. Herbert Sangster, M.A., M.D., their very high estimate of his abilities as a Teacher, Author and Lecturer; secondly, that they render him their most cordial thanks for his great kindness in conducting their Teachers' Institute during the last two days; and, lastly,

that in their opinion, his Lectures are of inestimable value to Teachers, and his generosity in giving them gratuitously beyond all praise."

Moved by Mr. Thomas Pearce, Inspector of Schools, Waterloo County, seconded by Mr. William Rothwell:—

"That the Members of this Association, being fully convinced of the great benefits that must arise to the profession from Teachers' Institutes being held throughout the Province, consider it very desirable that they be established by the Government at its earliest opportunity, and that a copy of this Resolution be forwarded to the Honourable the Attorney-General."—(Carried).

Moved by Mr. W. A. Douglas, M.A., seconded by Mr. G. B. McIntosh:—

"That the Members of this Association desire to express their sincere thanks to their esteemed President, Doctor Kelly, for his untiring efforts in behalf of the Association, and specially for his success in securing the services of so able and experienced a Lecturer as Doctor Sangster."

At the close Doctor Sangster was enrolled as an honorary Member of the Association.

BRANTFORD, October, 1873. WILLIAM ROTHWELL, Secretary of the Association.

CHAPTER XVII.

PROGRAMME FOR THE EXAMINATION OF PUBLIC SCHOOL TEACHERS, AND GENERAL REGULATIONS IN REGARD TO THEIR DUTIES, 1873.

1. Every Candidate, who proposes to present himself, or herself, at any Examination, shall send in to the presiding Inspector, at least three weeks before the day appointed for the commencement of the Examination a notice stating the class of Certificate for which he is a Candidate, and the description of Certificate he already possesses, if any; such notice to be accompanied by the testimonial required by the Programme.

2. The Examination, except in reading, shall be conducted wholly on paper. A written Examination in the principles of Linear Drawing and Vocal Music will be required of all Candidates. The further special Examination in Linear Drawing, on the Blackboard, and practice of Vocal Music provided for in Regulation Ten of the Powers and Duties of Examiners, is at the discretion of each Board.

3. The presiding Inspector shall furnish to the Chief Superintendent of Education, full returns and other information in all matters relating to the results of the Examinations; and any points relating to the Examinations, on which a majority of the Examiners do not agree, shall be referred to the Chief Superintendent for decision.

4. The Candidates, in preparing their Answers, will write only on one page of each sheet. They will also write their names on each sheet, and having arranged their papers in the order of the Questions, will fold them once across and write on the outside sheet their names, and the class of Certificate for which they are competing. After the papers are once handed in, the Examiners will not allow any alteration thereof, and the presiding Inspector is responsible for the subsequent safe-keeping of the same, until he has transmitted them, with all surplus Examination Papers, to the Education Department.

5. The presiding Inspector, or Examiner, must be punctual to the moment in distributing the Examination Papers, and in directing the Candidates to sign their names on the papers at the close of the allotted time. No writing other than the signature should be permitted after the order to sign is given. The Candidates are required to be in their allotted places in the Room before the hour appointed for the

commencement of the Examination. If a Candidate be not present till after the commencement of the Examinations, he cannot be allowed any additional time on account of such absence.

6. In examining the Answers of Candidates, two Examiners at least should look over and report on each Paper.

7. The Central Committee of Examiners appointed by the Council of Public Instruction will, in a Paper, assign numerical value to each Question, or part of a Question, according to their judgment of its relative importance. The local Examiners will give marks for the Answer to any Question in correspondence with the number assigned to the Question, and the completeness and accuracy of the Answer.

8. In order that a Candidate may obtain a Second Class Certificate, the sum of his marks must amount for grade A, to at least two-thirds, and for grade B, to one-half of the aggregate value of all the Papers; in both cases, great importance should be attached to accurate spelling. The Candidate must also obtain for grade A, two-thirds and for grade B, one-half of the marks assigned to each of the subjects of Arithmetic and Grammar. In order to obtain a Third Class Certificate, the marks must be not less than one-half of the aggregate value of all the Papers for Certificates of that rank. A Candidate for a Second Class Certificate who fails to obtain it, may be awarded a Third Class Certificate, provided that such Candidate obtains what will be equivalent to fully one-half of the aggregate value of all the Papers for a Third Class Certificate.

9. The names of successful Candidates shall be arranged alphabetically, in classes and grades.

10. In the event of a Candidate copying from another, or allowing another to copy from him, or taking into the room any Book, Notes, or anything from which he might derive assistance in the Examination, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such Candidate at once to leave the Room; neither shall such Candidate be permited to enter during the remaining part of the Examination, and his name shall be struck off the list. If, however, the evidence of such case be not clear at the time, or be obtained after the conclusion of the Examination, the Examiners shall report the case at a general Meeting of the Examiners, who shell reject the Candidate if they deem the evidence conclusive.

Conditions Required of Candidates for Certificates of Qualification as Public School Teachers.

Prscribed by the Council of Public Instruction for Ontario, 28th March, 1871, 31st May, and 14th December, 1872, and 23rd January, 1873, as authorized by the Revised School Act of 1871.

1. To be eligible for examination for a Third Class (County) Certificate, the Candidate, if a female, must be sixteen years of age; if a male, must be eighteen years of age; and must furnish satisfactory proof of temperate habits and good moral character.

2. Candidates for Second Class (Provincial) Certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a School three years, except in the special cases hereinafter provided. The Candidate must also have previously obtained either a Third Class Certificate under the present system of examinations, or a First, or Second, Class Certificate under the former system.

3. Candidates for First Class (Provincial) Certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a School five years, or two years, if during that period he has held a Second Class Certificate, granted under these Regulations, and all Candidates for First Class Certificates, who do not already possess Second Class Provincial Certificates, shall be required to previously pass the examination for such Second Class Certificate.

Explanatory Note.—Attendance at the Normal School for Ontario, with the required practice in the Model Schools, and passing the requisite Examination for a First Class Certificate, shall be considered equivalent to teaching five years in a Public, or Private, School. So also, attendance at the Normal School, with the required practice in the Model School, and passing the requisite Examinations for a Second Class Certificate, shall be considered equivalent to teaching three years in a Public, or Private, School. But those Normal School Students only shall be eligible to compete for First, or Second, Class Provincial Certificates, who shall have successfully passed a terminal Examination in the subjects prescribed in the Programme, and received a Normal School Certificate to that effect.

4. In regard to Teachers in French, or German, settlements, a knowledge of the French, or German, Grammar respectively may be substituted for a knowledge of the English Grammar, and the Certificates to the Teachers expressly limited accordingly. In regard to these settlements, it was ordered by the Council of Public Instruction, That the County Councils within whose jurisdiction there are French, or German, settlements, be authorized to appoint one or more persons, (who in their judgment may be competent), to examine Candidates in the French, or German, language, at the semi-annual Examinations.

VALUE AND DURATION OF VARIOUS GRADES OF CERTIFICATES.

1. First and Second Class Certificates are valid during good behaviour and throughout the Province of Ontario. A First Class Certificate of any Grade renders the Holder eligible for the office of Examiner of Public School Teachers; that of the highest Grade (A) renders the Holder eligible to the office of Public School Inspector.

2. Third Class Certificates are valid only in the County where given, and for three years, and not renewable, except on the recommendation of the County Inspector; but a Teacher holding a Third Class Certificate may be eligible in less than three years, for examination for a Second Class Certificate, on the special recommendation of his County Inspector.

MINIMUM QUALIFICATIONS REQUIRED FOR THIRD CLASS CERTIFICATES OF TEACHERS IN THE PUBLIC SCHOOLS.

Reading.—To be able to read any passage selected from the Authorized Reading Books intelligently, expressively, and with correct pronunciation.

Spelling.—To be able to write correctly any passage that may be dictated from the Reading Book.

Etymology.—To know the Prefixes and Affixes, (Authorized Spelling Book, pages 154-169).

Grammar.—To be well acquainted with the elements of English Grammar, and to be able to analyze and parse, with application of the rules of Syntax, any ordinary prose sentence. (Authorized Grammar).

Composition.—To be able to write an ordinary Business Letter correctly, as to form, modes of expression, etcetera.

Writing.—To be able to write legibly and neatly.

Geography.—To know the definitions, (Lovell's General Geography), and to have a good general idea of physical and political Geography, as exhibited on the Maps of Canada, America generally, and Europe.

History.—To have a knowledge of the outlines of Ancient and Modern History, (Collier), including the introductory part of the History of Canada, pages 5-33, (Hodgins).

Arithmetic.—To be thoroughly acquainted with the Arithmetical Tables, Notation and Numeration, Simple and Compound Rules, Greatest Common Measure and Least Common Multiple, Vulgar and Decimal Fractions and Proportion, and to know

generally the reasons of the processes employed; to be able to solve problems in said rules with accuracy and neatness. To be able to work, with rapidity and accuracy, simple problems in Mental Arithmetic, (Authorized Text Book). To be able to solve ordinary questions in Simple Interest.

Education.—To have a knowledge of School Organization and the Classification of Pupils, and the School Law and Regulations relating to Teachers.

MINIMUM QUALIFICATIONS FOR SECOND CLASS PROVINCIAL CERTIFICATES.

Reading.—To be able to read intelligently and expressively a passage selected from any English Author.

Spelling.—To be able to write correctly a passage from any English Author.

Etymology.—To know the Prefixes, Affixes and principal Latin and Greek Roots. To be able to analyze etymologically the words of the Reading Books, (Authorized Spelling Book).

Grammar.—To be thoroughly acquainted with the definitions and grammatical forms and rules of Syntax, and to be able to analyze and parse, with application of said rules, any sentence in prose, or verse, (Authorized Text Books).

Composition.—To be familiar with the forms of Letter Writing, and to be able to write a prose Composition on any simple subject, correctly as to expression, spelling and punctuation.

Writing.—To be able to write legibly and neatly a good running hand.

Geography.—To have a fair knowledge of Physical and Mathematical Geography. To know the boundaries of the Continents; relative positions and Capitals of the Countries of the World, and the positions, etcetera, of the Chief Islands, Capes, Bays, Seas, Gulfs, Lakes, Straits, Mountains, Rivers, and River Slopes. To know the forms of Government, the Religions, and the Natural Products and Manufactures of the principal Countries of the World, (Lovell's General Geography).

History.—To have a good knowledge of general, English and Canadian History, (Collier and Hodgins).

Education.—To be familiar with the general principles of the Science of Education. To have a thorough knowledge of the approved modes of teaching Reading, Spelling, Writing, Arithmetic, Grammar, Composition, Geography, History, and Object Lessons. To be well acquainted with the different methods of School Organization and Management, including School Buildings and arrangements, Classification of Pupils, formation of Time and Limit Tables, modes of Discipline, etcetera. To give evidence of practical skill in teaching.

School Law.—To have a knowledge of the School Law and Official Regulations relating to Trustees and Teachers.

Music.—To know the principles of Vocal Music.
Drawing.—To understand the principles of Linear Drawing. } See Regulation 2 on page——

Book-keeping.—To understand Book-keeping by Single and Double Entry.

Arithmetic.—To be thoroughly familiar with the authorized Arithmetic in theory and practice, and to be able to work problems in the various rules. To show readiness and accuracy in working problems in Mental arithmetic.

Mensuration.—To be familiar with the principal rules for Mensuration of Surfaces.

Algebra.—To be well acquainted with the subject as far as the end of Section 153, page 129, of the Authorized Text Book, (Sangster).

Euclid.—Books I, II, with problems.

NOTE.—For female Teachers only the First Book of Euclid is required.

Natural Philosophy.—To be acquainted with the Properties of Matter and with Statics, Hydrostatics and Pneumatics, as set forth in pages 1-100 of Sangster's Natural Philosophy, Part I.

Chemistry.—To understand the elements of Chemistry, as taught in the first part of Doctor Ryerson's First Lessons in Agriculture, pages 9-76.

Botany.—To be familiar with the Structure of Plants, and the uses of the several parts, (First Lessons in Agriculture).

Human Physiology.—Cutter's First Book on Anatomy, Physiology and Hygiene.*

ADDITIONAL FOR THOSE WHO DESIRE SPECIAL CERTIFICATES FOR TEACHING AGRICULTURE, UNDER SECTION THIRTEEN OF THE SCHOOL ACT OF 1871.

Natural History.—General View of Animal Kingdom—Characters of Principal Classes, Orders and Genera—(Gosse's Zoology for Schools) [or Wood's Natural History].

Botany.—Vegetable, Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada (Gray's How Plants Grow).

Agricultural Chemistry.—Proximate and ultimate constituents of Plants and Soils —Mechanical and Chemical modes of improving Soils—Rotation of Crops, Agricultural and Domestic Economy, etcetera, (Doctor Ryerson's First Lessons in Agriculture).

MINIMUM QUALIFICATIONS FOR FIRST CLASS PROVINCIAL CERTIFICATES.†

Reading.—To be able to read intelligently and expressively a passage selected from any English Author.

Spelling.—To be able to write correctly a passage dictated from any English Author.

Etymology.—As for Second Class Teachers.

Grammar.—To be thoroughly acquainted with the subject, as contained in the Authorized Text Books.

Writing.—As for Second Class Teachers.

Composition.—As for Second Class Teachers.

English Literature.—To have a general acquaintance with the History of English Literature. (Collier).

Geography.—As for Second Class Teachers, and in addition to possess a special knowledge of the Geography of British America and the United States, including the relative positions of the Provinces and States, with their Capitals; to understand the structure of the crust of the earth; Use of the Globes, (Lovell's General Geography, and Keith on the Globes).

History.—General English and Canadian, (Collier and Hodgins).

Education.—As for Second Class Teachers; and, in addition, to possess a good knowledge of the elementary principles of Mental and Moral Philosophy; and to be acquainted with the methods of teaching all the branches of the Public School Course.

School Law.—To be acquainted with the Law and Official Regulations relating to Trustees, Teachers, Municipal Councils, and School Inspectors.

Music.—To know the principles of Vocal Music.

Drawing.—To evince facility in making Perspective and Outline Sketches of Common Objects on the Blackboard.

Book-keeping.—As for Second Class Teachers.

Arithmetic.—To know the subject, as contained in the Authorized Arithmetic, in Theory and Practice; to be able to solve problems in Arithmetical Rules with accuracy, neatness and despatch. To be ready and accurate in solving problems in Mental Arithmetic.

Mensuration.—To be familiar with rules for Mensuration of Surfaces and Solids.

Algebra.—To know the subject, as contained in the Authorized Text Book completed.

Euclid.—Books I, II, III, IV, Definitions of V, and Book VI, with exercises.

* The following little works are also highly recommended for perusal, both by Teachers and Pupils, videlicet.: "The House I Live in," by T. C. Girtin, Surgeon, (Longmans), and "Our Earthly House and its Builder." (Religious Tract Society).

† Candidates for First Class Certificates are recommended to provide against failure, by also presenting themselves for examination for those of the Second Class.

NOTE.—For female Teachers, the First Book only of Euclid, is required. If, however, the Candidate desires a Certificate of eligibility as an Inspector, or Examiner, the same examination must be passed in Euclid as is required of male Teachers.

Natural Philosophy.—As for Second Class Teachers; and, in addition, to be acquainted with Dynamics, Hydrodynamics, and Acoustics, pages 109-167 of Sangster's Natural Philosophy, Part I.

Chemical Physics.—To have a good general acquaintance with the subjects of Heat, Light and Electricity.

Chemistry.—As for Second Class Teachers; and to be familiar with the Definitions, Nomenclature, Laws of Chemical Combination, and to possess a general knowledge of the Chemistry of the Metalloids and Metals, (Roscoe).

Human Physiology.—As for Second Class Teachers.

Natural History.—General view of Animal Kingdom—Characters of principal Classes, Orders and Genera, (Gosse's Zoology for Schools), [or Wood's Natural History].

Botany.—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada, (Gray's How Plants Grow).

Agricultural Chemistry.—Proximate and ultimate constituents of Plants and Soils —Mechanical and Chemical modes of improving Soils—Rotation of Crops. etcetera, (Doctor Ryerson's First Lessons in Agriculture).

NOTE.—The highest standard in all subjects will be maintained for First Class Certificates.

3. TIME OF EXAMINATIONS AND GENERAL REMARKS.

The Examinations are held at each County Town, in July and December of each year, notice being previously given of the day.

Respecting the Examination in the subject of Natural Philosophy, it is to be observed that Candidates for Second Class Certificates will be examined in Statics, Hydrostatics, and Pneumatics. They are referred to "Peck's Ganot;" but it is recommended that on the subject of Statics, that part of "Tomlinson's Rudimentary Mechanics" which relates to the Mechanical Powers, be also consulted.

As the Examination will be on the subject generally, those who have already provided themselves with Doctor Sangster's Natural Philosophy, will find the necessary information in it.

Candidates for First Class Certificates will be examined in Statics, Dynamics, Pneumatics, Hydrostatics and Hydrodynamics. They are recommended to consult besides "Tomlinson's Rudimentary Mechanics," "Haughton's Manual of Mechanics."

Candidates are strongly advised to procure copies of the Examination Papers used at previous Examinations, as they will be of material assistance in indicating the kind of examination they will be required to undergo. Bound copies may be procured at the Depository at sixty cents per set, free of postage, or fifty cents exclusive of First Class Papers.

The sets of Examination Papers used in the Normal School during the 20th, 21st, 22nd, 23rd and 24th Sessions can be sent free of postage on receipt of thirty cents each. Those of the 25th, 26th, 27th, 28th, 31st, 33rd, 36th, 38th, 39th, 40th, 41st, 42nd, 43rd, and 44th Sessions, at forty cents each; and those of the 45th 47th, and 49th Sessions, at fifty cents each.

Lectures on the School Law by Doctor Hodgins, Deputy Superintendent of Education, have been published by Messieurs Copp, Clark and Company, Toronto. Those for Second and Third Class Certificates can be obtained for fifty-five cents, free of postage, and those for First Class Certificates for eighty-five cents, also free of postage.

The Chairman of the Central Committee of Examiners remarks as follows:—

"The Examination Papers will be framed as far as possible, in such a manner that a well-instructed Candidate shall be able to answer them, from whatever source his information may have been obtained. The Examiners agree in thinking that what

should be sought to be ascertained, is not a Candidate's acquaintance with details peculiar to any one Text Book, but his general knowledge of the subjects of examination.

"At the same time, as the Council of Public Instruction has prescribed, or recommended, certain Text Books in connection with particular subjects, respect will be had to these in framing the Examination Papers. As a rule, no question will be asked which lies beyond the range of the Books prescribed. If any questions beyond this range should be put they will not be taken into account in determining the total value of the Paper in which they occur; and they will thus, while doing an injury to no Condidate, serve the purpose of rewarding superior attainments.

"I have been asked specially regarding Geography, Algebra, Mensuration, Natural Philosophy, and Chemical Physics. In Geography the prescribed Text Books are Lovell's Geography, and Keith on the Globes. In Algebra, the prescribed Text Book is Sangster's Algebra; but any other work that treats of the subjects discussed by Sangster, will do equally well, for example:—Colenso's Algebra. In Mensuration, Sangster's treatise is sanctioned for the Normal School; and the work in the Irish National Series, for the Public Schools. Either of those may be studied. In Natural Philosophy, the Council of Public Instruction recommend Candidates for First Class Certificates to consult Haughton's Manual of Mechanics, and Tomlinson's Rudimentary Mechanics. Some portions of the former of these works are too advanced for the generality of Candidates; but a judicious Student, by omitting sections in which advanced Mathematics are used, may derive much benefit from a persual of the other parts. Candidates for Second Class Certificates may consult Peck's Ganot, and the Chapter in Tomlinson's Mechanics on the Mechanical Powers.

"In Chemical Physics, the Chapter in Peck's Ganot, which treats of Light, Heat and Electricity, will be found sufficient."

CHAPTER XVIII.

THIRD CLASS TEACHERS AS ASSISTANTS ONLY IN PUBLIC SCHOOLS, IN SPECIAL CASES.

Owing to the fact that the Law does not prescribe what class of Teachers shall be employed in the Public Schools, Trustees excuse the employment by them of Third Class Teachers, on the ground that the Law places no restriction on them as to the Class of Certificate which the Teacher employed by them shall hold. True, the particular Section of the Act, which authorizes them "to contract with and employ Teachers for such School Section, and determine the amount of their Salaries," says nothing about the Class of Certificate which these Teachers shall hold, but it speaks of "Teachers" for the School, and not a Teacher, thereby implying that an Assistant should be employed in every School. It, however, requires Trustees to "see" that their School "is conducted according to the Authorized Regulations;" and it further declares that "no Public Schools shall be entitled to any share in the Fund applicable to it unless it is conducted according to the Regulations provided by Law." Now, these Regulations require that the subjects mentioned in the Official Programme and Limit Table, and prescribed by the Legislature, shall be taught in the various Classes of every School.

The Law itself requires the Teacher "to teach diligently and faithfully all the branches required to be taught in the School, ... according to the provisions of this Act."

Knowing that Third-Class Teachers are not competent to teach "all the branches required to be taught in the School," the Council of Public Instruction has prescribed

that in every School, in which two, or more, Teachers are employed, one of them "shall be designated and known as the Master, and the others as first, second, Assistant," etcetera. The Regulations also give the Master power, "to prescribe, (with the assent of the Trustees), the duties of the several Teachers in the School,"—but makes him responsible for the control and management of the Classes under their charge." The Regulations further prescribe the specific duties of Assistant Teachers, and declare that in every School, where the number of Pupils on the roll exceeds fifty, an Assistant Teacher shall be employed.

Overlooking the words of the Statute and the general Regulations, Trustees, in some cases, object to the Programme as beyond the capacity of Third Class Teachers, and argue that as the subjects prescribed for the Examination of Third Class Teachers are much below those required by Law to be taught in the Public Schools, it is both anomalous and unjust to require their Third Class Teachers to teach them. They say:—"We are authorized to employ Third Class Teachers for our School, and yet you require these Teachers to teach subjects with which they are wholly unacquainted, and in which they themselves are not required to pass an Examination."

These objections have already been answered, and have been shown that, according to the letter of the Statute, Trustees are required to employ more than one Teacher in every School. The Regulations also provide for the employment of a Master and an Assistant, or Assistants, and prescribe a Programme of Studies which this Master and his Assistant shall teach, in order to afford to every child in a Section an education suitable in the various branches of instruction prescribed by the Statute.

To admit these objections as valid would be to declare that no child shall receive an education beyond that which a Third Class Teacher may be able to give! This would, indeed, be an absurdity, as well as a gross injustice to the Pupils in our Schools. This, also, was neither the intention of the Legislature, nor the spirit or provisions of the Law and Regulations which were framed to give effect to that intention. In nearly every School there are advanced Pupils, (or would soon be, if proper Teachers were employed). According to the theory advanced by some Trustees, these Pupils must remain satisfied with the meagre education which Third Class Teachers can give them, and be denied the better education which the Law secures to them, and for which their Parents pay rates. Third Class Teachers may be competent to teach the first and second, and possibly the third Classes in a School, but they are not qualified, and should not be employed to teach the fourth, fifth and sixth Classes. They can, therefore, only be useful as Assistant Teachers.

Formerly, (under the School Law of 1850), County Boards of Examiners were required, in the issue of Third Class Certificates, to limit them to a particular School Section, (on the application of Trustees), where the Pupils were quite young, or were not far advanced. Under the present Law, this restriction was removed; but in its place other provisions were introduced, which were designed to give greater facilities for the more thorough instruction of all the Pupils of a School Section in the various subjects of a good English education, which the Legislature itself had declared to be necessary.

It would certainly be a singular anomaly for the Legislature, on the one hand, to determine that certain higher subjects of instruction be introduced into our Public Schools, and then declare that incompetent Persons should be legally qualified to teach them. The Law and Regulations must be taken as a whole, and their symmetry and completeness must not be destroyed by giving a forced construction to one part alone.

Assistant Teachers in the Public Schools.

In reply to a Communication from a Trustee, the Chief Superintendent has sent the following reply:—

"In examining the Returns of your School, I find that the number of children reported of School age in your Section in 1872 was 129, with 112 names on the School

Register the first half of the present year, although the average attendance is only little more than half that number. I find by the returns that your School House is 48 by 30 in the clear in the inside,—affording sufficient space for all the children of School age in your Section, if properly arranged, and for two Teachers, if divided into two Rooms, as so large a School House ought to be.

"I can find no reasons in your Letter that would justify me in not insisting upon the execution of the Law in your Section as in other Sections much less favourably situated and much less wealthy than yours. You and your Trustee colleagues are certainly bound by Law, as well as by a consideration of the interests of the children under your official charge, to employ a second, or assistant, Teacher. I observe that you speak of the average attendance of Pupils; but the Law does not speak of the average attendance in that sense, but of the 'number of Pupils in a School;' and this is determined, not by the average attendance, but by the number of Pupils on the School Register. It is possible that Trustees, from mercenary, or other unworthy, considerations, may keep the average attendance of Pupils low by not providing adequate teaching, or School Accommodation for a large number; but the number of children whose names are on the School Register show the number of children whose Parents wish to have them taught in the School, and for whose teaching and accommodation the Trustees are bound to provide, under pecuniary penalties equal to the amount of the School money lost to their Section by their neglect, besides being liable to prosecution for damages by any Parent whose children, or child, is not provided with the legally required means of School teaching and School Accommodation.

"Experience shows that Trustees in rural sections who provide proper Teachers and proper accommodations will secure an average attendance of nearly, and in some instances quite three-fourths of the children of School age in their division. Trustees who neglect their duty, not only violate the Law and the public trust committed to them, and incur a pecuniary penalty, but they do a great and irreparable wrong to the rising generation, whose interests they have been elected to protect and promote, and for the sacrifice of which no money can ever compensate."

NO PAYMENT IS LEGAL TO UNQUALIFIED TEACHERS

NOTE. A School Teacher sued the Trustees in the Division Court for his Salary upon an Agreement under Trustees Corporate Seal, by which they bound themselves to employ the powers legally vested in them to collect and pay him. It appeared that he was not a legally qualified Teacher, but that he had taught the School during the time claimed for.

Held by the Court, that he could not recover. 1. Because that by the School Law, the Trustees were prohibited from giving an order in his favour on the Local Superintendent, and the latter, from giving him a Check upon the Treasurer. 2. Because, if entitled to payment, his remedy would be by mandamus, or a special action, not by an action for the money, which was not in Trustees' hands.

This was an appeal by the Chief Superintendent of Education for Ontario, under the provisions of the 108th and following Sections of the Upper Canada Common School Act, the action in the Court below being one brought by the Teacher, George Wright against the Trustees in their corporate capacity in the Fifth Division Court of the County of Huron. That Court decided against the Trustees on the ground that the service was actually rendered by the complainant, but, on appeal from this decision by the Chief Superintendent of Education, the Court of Queen's Bench decided that the School Law forbade the payment of any part of the School Fund to a Teacher not possessed of a legal Certificate of Qualification.

CHAPTER XIX.

THE PRESENT CONDITION OF OUR GRAMMAR, OR HIGH SCHOOLS, 1873.

Although the Grammar School Legislation of 1871 was designed to be a means of uplifting the Grammar Schools to a higher plane than they had ever before occupied, by providing for a three-fold grade of these Schools, such as Grammar Schools, High Schools and Collegiate Institutes, yet the want of prestige which, as "District Grammar Schools" they had, for so long failed to enjoy, as well as their want of financial support kept them during the past years in an inferior position, and even rendered them more or less unpopular.

With a view to revive an interest in these important links in our system of Schools, the Chief Superintendent prepared and published the following historical reference to their past condition, as well as an explanation and defence of the steps which he had taken to place them on a proper footing as part of our System of Public Instruction:—

The anomalous and unsatisfactory condition of our High Schools has within the last two or three years called forth a good deal of discussion and unfriendly criticism. Several articles have recently appeared in the Newspapers and School publications on the subject. But as there are several facts connected with the history and proceedings of these Schools, and many features of their present condition that have been imperfectly touched upon, or illustrated, I propose to supply these omissions in as brief a manner as possible.

Our Common Interest in the Prosperity of High and Public Schools.

We have all a common interest in the prosperity and success of our Educational Institutions,—in our High, as well as in our Public, Schools; and no true friends of these institutions will be disposed to absolve those from blame who have allowed private views, or personal interests, to interpose barriers to the healthy development and free expansion of the High, any more than the Public, School, department of our Educational System.

The Educational Anachronism of 1807.

The early promoters of Education in this Province,—although it was with a laudable zeal they acted,—perpetrated a memorable anachronism, the effects of which, on the character and popularity of our Grammar Schools, it has taken years to moderate, and, in part, to remove. Even now we suffer from the untoward bias which that educational mistake gave to our High Schools, as "Class Schools," in after years.

In 1807, or nine years before a single public Elementary School of any kind, (except some small scattered Private Schools), existed in the Country as a feeder to a higher class of Schools, the Legislature was induced to authorize the establishment of "District" Grammar Schools in different parts of the Province. These Schools, under the circumstances of their establishment, necessarily partook somewhat of the character of class Schools, (as we have indicated); and, for that reason, having no hold on public sympathy, or support, they were never popular, except in a few individual cases. They continued to exist without much change, or improvement, in their con-

dition for years; nor were there any efforts made to popularize them until 1853. In that year legislation took place, by which their character was somewhat improved, their condition elevated, and they themselves were incorporated into our Educational System. Owing, however, to their continued unpopularity they were not well sustained, and the County Councils declined, except in a few cases, to support them. Various plans were from time to time adopted by their friends to keep them in funds, but they maintained a bare existence, and struggled on for years in poverty and consequent inefficiency.

CHARACTER OF THE EFFORTS MADE TO SUSTAIN THE HIGH SCHOOLS.

One fatal cause, which has operated of late years to paralyze the healthful growth and natural development of the High Schools, has been the anxiety, chiefly on the part of the friends of the weaker ones, to force into them the greatest number of (unqualified) Pupils, so as individually to absorb the largest amount of the Legislative Grant. The friends of the High Schools generally, (with some honourable exceptions), quietly laboured with increasing earnestness in this direction, in the hope that their neighbours would not take the alarm and outstrip them, and that a larger Grant would be the reward of their increased exertions. But in this they were disappointed. The vigilance of the rival Schools for an increased Grant was also aroused; and the numbers of ill-prepared Pupils which were crowded into these rival Schools also were found to have so far exceeded what was anticipated, that the enlarged Parliamentary Grant, (when apportioned on the basis of the average attendance at each School), was actually found in individual cases, even with their increased attendance, to be less than what the School had received under the old system of apportionment which had been so strongly denounced. Much chagrin was felt at the result, and much unjust odium fell upon the Education Department, on the ground, as was stated, that the Grant was not fairly and equitably divided by it. But for this reproach there was not a shadow of reason. In the scramble for the Grant, the less unscrupulous were generally the winners, and the Department was powerless to prevent the unseemly strife, although it was held responsible for the alleged losses by it to individual Schools.

OTHER STEPS TAKEN TO INCREASE THE GRANTS TO INDIVIDUAL SCHOOLS.

In carrying out this suicidal policy for increasing the funds of individual Schools, the first step taken was to attack the classical character and standard of the High Schools; the next was to assail as a grievance the policy of the exclusion of Girls from these Schools. Both points were at length conceded.

The main purpose, however, for which these attacks were made having signally failed, others followed with more or less, success; but the final step taken was to object to the supervision of the High School Inspectors over the admission of Pupils to the Schools.

This official supervision was urged to be an unjust interference with the Schools themselves; and it was even held that it cast a slur upon the character and impartiality of the local Examiners! At length even this necessary and wholesome restraint was removed by Order-in-Council. No one pretends to say that the character or standard of these Schools has been improved by these successive assaults on the system,—assaults made chiefly with a view to better the financial condition of the Schools,—or that the Schools themselves, as "higher" educational institutions, have benefited by these downward changes. Combined, (as these changes unfortunately have been), they have almost indefinitely postponed the reasonable chances for improvement in the Schools for some time to come. The opinion of our best High School Masters and Educators, so far as we have heard them, unite in deprecating in the strongest terms the destructive character and demoralizing influences of these recent changes and levelling "ameliorations."

Objections to the High School Programme.

Again, objection has been made, and is still strongly urged to the Programme itself, and to the necessity of employing a sufficient number of Masters in the High Schools to carry out that Programme.

To these objections I propose to reply separately.

First, as to the Programme itself. This has been objected to as quite too "high" and exclusive in its character.

Those who urge these objections forget two things:—

First, that High Schools are not, and cannot, under the Statute, be made Elementary Schools, any more than can Colleges and Universities be legitimately made High Schools; and secondly, that it is the Legislature, and not the Council of Public Instruction, which has prescribed what subjects shall be exclusively taught in our High Schools,—that the Programme is not an arbitrary dictation of subjects on the part of that Council, but is simply the mere arrangement, in a convenient and intelligible form, of the subjects which the Legislature itself has decided to be the essential subjects of study in High Schools. The Legislature has declared that in each High School there shall be taught "all of the higher branches of a good English and Commercial Education." As an evidence of the flexibility of the High School Law, the Legislature has further provided most liberally that some of these Schools may be Classical, and some of them English High Schools. No provision has, however, been made by the Legislature, nor authorized by the Regulations for giving instruction in the Elementary branches, either in a "preparatory," or other unauthorized, Classes in the High Schools. The Legislature has already made such ample provision in our Public Schools for teaching these subjects, that to teach them in the High Schools would be an interference with the province of the Public Schools. It has, therefore, wisely restricted the teaching in the High Schools to "all the higher branches of a good English and Commercial Education," etcetera. The Council of Public Instruction, if it has erred at all, has done so in the direction rather of lowering than of maintaining the proper standard of High School instruction which the Legislature has set up. Thus for instance the Legislature has declared that in the High Schools shall be taught "all the higher branches of an English and Commercial Education," etcetera. And yet the Council has fixed the standard of admission to High Schools quite below these "higher branches;" for it has permitted Pupils to enter High Schools from a point midway between the Third and Fourth, (out of the six), Classes which are prescribed for the Public Schools. Formerly Pupils were only admitted to the High Schools after they had completed the Public School Programme, now they enter after they have only little more than half completed that Programme. We have, therefore, the singular fact presented to us, that both Public and High Schools are doing substantially the same work as laid down for the Fourth, (in part), Fifth and Sixth Classes of the Public Schools, and for the First, Second and Third Classes of the High Schools!

As to the financial aspect of this question, and as to the way in which, even the low standard of admission has been kept up in various High Schools, I shall refer further on.

Objection as to the Number of Teachers in the High Schools.

Secondly, objection has been made to the number of Teachers to be employed in the High Schools. On this point the Legislature has given no doubtful expression of its opinion. In the Statute of 1853, as consolidated in 1859, it prescribed certain subjects of instruction for the High Schools, and declared that provision should be made for teaching these subjects according to a Programme and General Regulations prescribed by the Council of Public Instruction; and, in a subsequent part of the Act, is specifically defined the duties of Trustees, and distinctly declared that it should be

"the duty of each High School Board [in making provision for teaching the prescribed subjects according to the Programme and General Regulations], to appoint the Master and other Teachers in such School, and to fix their Salaries and prescribe their duties."

Each Board was also authorized "to appoint such other Officers and Servants as they shall judge expedient," etcetera,—thus giving them a discretion in regard to the latter, but none whatever in regard to "the Masters and Teachers," whom they were required by Law to appoint in each High School.

It further requires them to apply "the moneys received" towards making up "the Salaries of Teachers," etcetera, (not "a Teacher,") and it requires Trustees, on the union of a High and Public School, to make "ample provision" for giving instruction to the Pupils in the elementary English branches of the Public School department "by duly qualified English Teachers." The Act of 1865 further provides for the settlement of all differences between Trustees and "Head Masters and Teachers" in regard to Salary. As each School must have a Head Master, (whose qualifications are prescribed), the "Teachers" referred to in that Statute must, in all cases, be the Assistants provided for in the Act of 1859. Further, the Act of 1871 prescribed certain additional subjects to be taught in the High Schools, and provided that "the Council of Public Instruction shall have power to exempt any High School which shall not have the necessary funds to provide the necessary qualified Teachers from the obligation to teach the German and French Languages." Apart, therefore, from the provisions of the Statute which, (speaking of the duty of each High School Board) makes it obligatory on such Board to "appoint the Master and other Teachers in such School," the subjects themselves, (which the Legislature has prescribed to be taught in each High School), require the full time of the Head Master, and at least that of one or more Assistants to teach them to the Pupils. The number of Pupils attending the School is immaterial, as the same subjects, (which are prescribed by the Legislature), and the same number of Classes are required in each School according to the Programme, whether the Pupils in attendance be many, or few.

Ample Provision is now Made by the Legislature for the Support of High Schools.

Up to 1871, it was urged with some force that, while the Legislature required the High School Boards to do certain things, it left them powerless to provide the necessary means to defraying the expenses of doing so. This was doubtless true to some extent in past years, but, in 1871, it left the Boards without a shadow of excuse on this ground. The Statute of that year, as I have shown, prescribed certain additional subjects of instruction for the High Schools, (which gave a symmetry and completeness to the Course of Study in them), but it also provided most liberally for enabling the Trustees to support these Schools and pay their Teachers. Not only did it in that very year increase the High School Grant from $57,000 to $70,000, but it also required the County and City Councils to provide by local Assessment, and to furnish the Trustees with $35,000 more,—making a total of $105,000, or an average of $1,000 for each High School!

Further, for the first time the Legislature authorized each High School Board to call upon the Council, or Councils of the Municipality, or Municipalities, in which the Hight School was situated, to provide whatever additional sum it might require "for the School accommodation and maintenance" of the High School; and it made it the imperative duty of the Council to provide these sums without question . While, therefore, the Legislature required each High School Board to provide for teaching "all the higher branches of an English and Commercial, [or Classical] Education," and to employ a Head "Master and Teachers" to do so, it also, (in the School Legislation of 1871), provided the ample means, (as I have shown), of $105,000, as a preliminary fund, at the rate of about $30 per Pupil, for the support of the High Schools.

The True Place of the High Schools in our National System of Education.

Again, it has been urged that the Legislature has fixed the educational standard of our High Schools quite too "high,"—that a lower grade, if not a narrower range of subjects, would be quite sufficient for the wants of the Country, etcetera; and that it is unreasonable to require High School Boards to bring these Schools up to the prescribed Legislative standard, as laid down in the Official Programme.*

A more unwise and untenable objection could not have been urged. Those who do so look at the question from a purely local and narrow standpoint. They forget that the fundamental principle involved in the adoption by the Country of a complete "national system of education," stands opposed to such views, and that a "national system must of necessity leave no room for Private, or Denominational, efforts to supplement it, but must include within itself a systematic and complete gradation of Schools from the lowest Elementary School up to the University itself, without a missing link, or break in the chain. They either forget, or ignore, the fact that this is the theory,—the very fundamental principle on which our Canadian "national system" of education is based; and that, while the Legislature has strictly defined the limits and functions of each class of its national Schools, it has most liberally provided in an ascending scale of remuneration for the support of each class.

Thus, it provides for the Elementary Public Schools, and declares that they shall be free to every youth in the land. Next it provides specifically for superior grades known as "High Schools," and Collegiate Institutes, which shall form the connecting link between the Elementary Schools and the University, and declares that these Schools shall teach such "higher" subjects, and such "higher" subjects only as it prescribes. Lastly, it sets apart a liberal portion of the public domain for the maintenance of a Provincial College and University, (the functions of which are also defined by Parliament itself).

These higher Institutions, in their teaching, are not allowed, nor do they dream of interfering with, or trenching on, the domain of the High Schools, as do many High Schools on that of the Public Schools, even beyond that point which is allowed by the Council, (and as is urged), as a matter of right and of expediency.

Vast Difference in the Ratio of the Grant to High and Public Schools.

I will now contrast the liberality of the Legislature as shown to the High, and to the Public, Schools. It has been often said that the Legislature is willing to do anything for the Public Schools, but is chary of its favours to the High Schools. This I will show to be simply a mistake,—a popular error. The Legislature has indeed liberally fostered the Public Schools, and the policy of the Education Department in the administration of the School Law has always been to stimulate local exertion, and to encourage a general interest in these "Colleges of the People." In this matter success has signally crowned its efforts; and the Public Schools of to-day stand well in popular esteem, and our School System, as a whole, maintains a high reputation abroad. But, in the matter of Legislative aid to the Public and to High Schools, the latter have immeasureably the advantage, proving that the favour shown to them, rather than to the Public Schools, has been very marked and decided. Thus, while the Legislative Grant to the Public Schools in 1872 was only forty cents, (40 cts.), per Pupil, it was within a fraction of twenty dollars, ($20), per Pupil to the High Schools! Even with the addition to the Legislative Grant of the prescribed Municipal Assessment, the Public Schools only received at the rate of eighty cents, (80 cts.), per Pupil, while the High Schools generally received within a trifle of thirty dollars, ($30), and several of them more; for, as each High School is entitled by Law to a minimum Grant at the rate of at least $400 per annum, no matter how small its average attendance may be, it has followed that some Schools have received, (including the County Assessment), an

* The whole question as to the necessity for a more complete and extended programme of Studies for our High and Public Schools is discussed at length in the last year's Report of the Chief Superintendent.

aggregate sum of from $35 to even $45 per Pupil in average attendance! We leave it to the judgment of any candid man, whether, under these circumstances, it is reasonable, just or fair, to allow High Schools to do Public School work, and yet receive between thirty or forty times as much as the Public Schools receive for doing that work.

Inexpediency of Allowing High Schools to Admit their own Pupils.

We have just shewn that for each Pupil attending the Public Schools, the Trustees of these Schools are only allowed eighty cents, yet when the same Pupil is admitted to a High School the Board of such School is entitled, according to the average attendance of that Pupil, to an aggregate sum, including the County Assessment, varying from $30 up to $45 per Pupil, although that Pupil may be only in classes identical with those in the Public School which he had left! With such strong financial motives to withdraw Pupils from the Public Schools and to force them into the High Schools, great efforts are, of course, made to admit as many as possible to these High Schools. Quite a number of the best Schools, even in the face of this strong temptation to be lax in their standards of admission, have faithfully and conscientiously adhered to the requirements of the Programme and Regulations in the admission of their Pupils. But others have not; and great injustice has, therefore, been done to that very class of superior Schools which is it the wise policy of the Country to foster and support. From a recent Return on this subject, which has been ordered by, (and which has been laid before), the House of Assembly, it will be seen that, even in the standards of admission adopted in the various High Schools, the greatest diversity has existed. For instance, (1), in some Schools the Pupils for admission were only examined in certain of the prescribed subjects; (2) the character, extent and value of the questions shewed great inequality; (3) in some the questions were written, or printed, and in some they were *viva voce;* and (4), the percentage of the value of the answers assigned to the questions ranged from 33 to 80 per cent. The enormous number of 2,000 Pupils passed into the High Schools as the result of these Examinations!

As to the qualifications of the Pupils admitted, and the character of the Examination held, we quote from the return laid before the House of Assembly, the following Report on the subject from the Inspectors of High Schools. For obvious reasons we give no names:—

Report of Mr. J. A. McLellan, M.A., LL.B.

At School Number 1.—I found a class of about twenty in training for the Entrance Examination by the Masters, who assured me that "all of them would be admitted on the following day." The reading of nearly all these twenty, (whom the regular Pupils hardly surpassed), was very bad. Pupils not familiar with common words—pronunciation atrocious—voiolence for violence; turnt for torrent; genus for genius; laborisly for laboriously, etcetera. In Grammar, I gave the "Candidates," "Few and short were the Prayers we said." This sentence was said to be too difficult;—e.g., "few a preposition governing prayers;" "short a preposition, ditto;" "were, a transitive verb governing prayers;" "said, an intransitive verb, passive voice." None of the Candidates could parse "said;" only twelve of all the School, (fifty), could solve a question in subtraction of fractions; and only eight could find the cost of 5,250 pounds of coal at $7.50 per ton of 2,000 pounds. You can imagine how much the "Candidates" knew.

School Number 2.—The Trustees of this School rejoice that the checks to Entrance have been removed. Four Candidates for Entrance, out of twenty Pupils present. The examination showed that even with the "hard checks" to Entrance which formerly existed, the Pupils had not been stringently dealt with in their Entrance Examination.

School Number 3.—Twenty-two admitted; seventy-nine on the roll; about sixty present. The Entrants did badly; analysis and parsing by the whole School anything but good.

School Number 4.—Seventy-two admitted after my visit. I have not seen the papers. There were already admitted as High School Pupils a large number who could not have passed, (and cannot pass), a fair Entrance Examination.

School Number 5.—Fifteen admitted; sixty-one on the roll. The examination was better than in some others, but much below what it should have been.

School Number 6.—Nineteen admitted; forty on the roll. Reading very bad; History, ditto; Geography, ditto. Eight in whole School found the difference between 2,275 $^{5}/_{16}$ and 2,174 $^{111}/_{1000}$. Judge what the entrants could do. Grammar was very bad.

School Number 7.—Eighty-seven on roll; thirty-eight admitted; nearly the whole of of senior Public School division. Examination Papers fair, but Pupils not up to Papers. Query, had the thirty-eight been aided by Teachers? That has been done. A year ago there were twenty-eight Pupils on roll, now eighty-seven. Even the old Pupils did badly. I gave an exercise in Grammar: "and first one universal shriek there rushed louder than the loud ocean, like a crash of echoing thunder." All failed in analysis; a large number failed in "universal," "first," "shriek," "there," "like."

School Number 8.—Forty-four on roll; eight admitted, not one of whom were qualified. Twenty-four were present. Reading utterly bad; only seven got substraction question. Grammar was a poor performance, nearly all failed to parse "first" (see above), and "all," (in "and then all was hushed," etcetera); "universal" is a noun, third singular; "louder" too much for many; "ocean, noun, objective case, after rose;" "crash, noun, objective case, after rose;" "crash, nouh, nominative case to was understood," etcetera.

School Number 9.—Thirty-six on roll; about thirty to be admitted. These were already in the High School. Parsing was an utter failure "Shriek objective case governed by one;" "universal, a verb in the possessive case;" "first, a preposition governing one." I gave "few and short were," etcetera. It was too difficult for nearly the whole School, certainly for all of the Candidates. A more deplorable exhibition of grammatical ignorance could not be imagined. This School was of course glad that restraints as to admission have been done away with. Only three in the whole School got the above questions in subtraction.

School Number 10. Forty on roll, twenty-three of whom were admitted. A fair examination would have excluded twenty of the twenty-three.

Schools, Numbers 11, 12, 13, 14, 15.—Had the same examination. One question in Grammar and one in Arithmetic constituted the whole examination, *e. g.*, add ½, s. 3, 1. Number 11 had no Candidates for admission, probably because it was not a union School. Number 14 was held in check by its Master, who is determined to admit none but qualified Pupils. School Number 16 admitted five, all far below the mark. Number 12 admitted forty-seven, and has now on roll one hundred and eighty-eight, about three times as many as it had a year and a-half ago.

School Number 17.—Thirty-nine were on roll, (twenty-three Girls), twenty-two admitted. The Trustees and Master admitted that these were far below the legal standard, but "had to have two Teachers, and must give them something to do; would soon work the juniors up," etcetera. The Teacher gave "to love your enemies is a command given." "To," a preposition governing noun "love;" "to love an intransitive verbal noun;" "command, objective case, governed by is." We must obey our rulers. "Must obey," intransitive verb, indicative mood, etcetera. "The Boy with long black hair was found in the wood." All the entrants failed to parse "Boy;" "hair" is a verb, third person singular, objective case, governed by "with." John runs swiftly. "John," a verb, third person singular, etcetera. None of these Entrants could do the elementary questions above mentioned; many of them could not get through the Multiplication Table.

School Number 18.—Thirty-six were on the roll, twenty-five admitted. Only seven of the whole School got the subtraction question. The admitted Pupils were far below the legal standard; Arithmetic and Grammar were utterly bad.

School Number 19.—Thirty-eight were on roll, twenty admitted. There was an utter failure by the Entrants, and by whole School. "Few and short," etcetera, was altogether too difficult,—bad as Number 17. Most of Pupils were mere children, requiring at least a two years' course in a good Public School.

The above facts will enable you to form an opinion of the disastrous effects upon the High Schools, which have been the too certain results of the removal of all checks by the Government upon the admission of Pupils. When it is considered that through the laxity of the old system of admitting Pupils to the Grammar Schools, a very large number of totally unqualified Pupils were found in the High Schools, even after the new Law had been in operation for a year; and that the number of the unqualified Pupils has been very largely increased during the present half year, in consequence of the examinations for entrance being free from almost all control by disinterested parties, it can be readily inferred that many of the Schools have been so far degraded that it is simply a perversion of language to call them High Schools; and that unless the serious evil be promptly and effectually remedied, we shall soon have a High School system only in name. Some of the School Authorities,—the Masters particularly,—have acted nobly. They have refused to take advantage of the powers unhappily placed in their hands, and preferring a high standing for their Schools to any merely pecuniary advantages, have exacted a high standard of Candidates for entrance. But the general

tendency is towards degradation. Some of the best Masters have informed me that they had resisted, with great difficulty, the pressure brought to bear upon them, to admit unqualified Pupils in order to increase the numbers, and as a consequence, the allowance from the Public Funds. If I might venture to offer any suggestions for the improvement of the High Schools, I should say:—(1) Let there be a uniform examination for entrance conducted by an independent Examiner, (or Examiners). (2) Let there be two Masters for even the smallest School, and the Masters to be increased, one when Pupils reach a certain number. (3) Something more is required than a University Degree to qualify Head Masters,—many innocents fresh from College Halls in charge of High Schools,—many with little scholarship, and more with less experience. I presume but few of our Head Masters could take a "First Class A" under the new Law. Let every High School Master be required to, in addition to his Degree, hold a First Class Provincial Certificate, or to teach a year, (or so), as Assistant Master, before he becomes qualified for a High School Mastership. As it is insisted that a person shall have a Second Class Provincial Certificate to qualify for a First Class; why should not a Candidate for High School Certificate, be required to hold the highest grade of Public School Certificate, in order to qualify for the highest educational positions?

The subjects generally taught in the High Schools are identical, (except a smattering, in most cases, of Classics and French), with those required in the examination for First Provincial Certificates; and I unhesitatingly assert, (and my notes will prove it), that a great majority of our University Graduates are not as well qualified to teach these subjects, as Public School Teachers holding "First A" Certificate under the new Law. And yet a great many of these men prate about the "indignity" of having Public School Inspectors associated with them in the Examining Boards on terms of perfect equality! A great many of the High Schools of the Country would, under present circumstances, be far better off, more rapidly "worked up" if under the charge of First Class Provincial Teachers.

(4) Let the number of High Schools be limited,—not too rapidly increased in number. Under present circumstances, every little Village in the Country, even although it has not had the spirit and liberality to keep up a decent Public School, must have its "High" School, especially since "it pays the authors of such young efforts," to "promote higher education," are sure of at least $600 a year, and "that will pay the High School Master,"—*i. e.*, a Master to do low grade Public School work, hence,—

(5) I would do away with the $400 minimum, or, in the classification of Schools, let those that fall before a certain standard receive no Government aid, and die a deserved death, or let Schools be established according to population. Say one School to every 15,000 or 20,000 inhabitants. Two good Schools in a County would be of infinitely greater benefit than half-a-dozen poor ones.

(6) Let "union" Schools be no more. I am more and more convinced that there should be a total separation of the High and the Public School.

(7) Collegiate Institutes, now are only High Schools with a larger attendance of Pupils than in ordinary Schools. If continued, there ought to be Regulations as to number and qualifications of Masters. Imagine a certain Collegiate Institute with only four Masters doing High School, (or College), work for one hundred and eighty-eight Pupils, etcetera.

As at present constituted, Collegiate Institutes seem to be not in harmony with our High School System,—many places, which have "populous" union Schools are ambitious to become Collegiate Institutes, etcetera.

(8) The County Councils should be compelled by Law to carry out the wise design of that Law.

REPORT OF THE LATE REVEREND J. G. D. MACKENZIE, M.A.

[As regards the Parsing, it may be well to state that for Reading the "Trial Scene in the Merchant of Venice" was selected; and, for convenience sake, the italic words in the following,—no very difficult task, certainly,—were given to the juniors recently admitted to the Schools].

1. "Give *me* your hand! *Come* you from old Bellario?"
2. "Are you acquainted with the difference *that* holds this present question in the Court?"
3. "*Which* is the Merchant here?"
4. "Shylock is my *name*."
5. "It is *twice* blessed?"

School Number 20.—Signal failure in Dictation.

School Number 21.—Twelve admitted; two only at all satisfactory in Spelling. Almost everything in Grammar missed.

School Number 22.—Eighteen admitted. I question whether I should have sanctioned the admission of one-half of these. Spelling and Parsing both deficient. Dictation amongst the worst I have had. Everything in parsing missed except, "Give *me*," and "*twice*" by one; one only could give the principal parts of "to flow."

School Number 23.—Six admitted; three below fifty per cent. in Arithmetic, and one in Grammar. Dictation very poor. Next to nothing done for me in Parsing. One only could give mood and tense of "Come" in "Come you," etcetera. None knew when "that," is used as a relative. One only could give the principal parts of "to flow."

School Number 24.—Six admitted; general failure both in Spelling and Parsing.

School Number 25.—Fourteen admitted: Public School Inspector not present. Questions prepared by Chairman and Head Master alone.

School Number 26.—Seventeen admitted; eleven of these were present when I made my inspection. I found these, with some two, or three, exceptions, amazingly weak in Arithmetic. I required them to give the parsing of the following simple sentence in writing:—"Our earth is a planet of the solar system." Six missed the predicate nominative; one considered "our" a preposition; "is" was treated in the same way by another.

School Number 27.—Nineteen admitted; sixteen present at inspection. Dictation, with one very creditable exception, quite poor; in several instances, indescribably bad.

School Number 28, (a Collegiate Institute).—The deficiencies of the "entrance" Pupils in this case took me much by surprise. Twenty-five were present at the inspection, and were subjected in the first intsance to an oral examination in parsing, with the exception of the relative "that" everything was missed except by some two, or three. I then tried them with written work, the result being not much more satisfactory. Arithmetic also was weak. So glaring were the deficiencies of these Pupils that one of the Masters confessed they were the worst of the kind they had ever had.

Other cases might be cited, showing how very necessary it is that High School Inspectors' veto should be maintained.

The Chief Superintendent of Education on Preparatory Classes in High Schools.

In the last number of the *Journal of Education* I published a strong protest of the Ottawa Public School Board sent to the Lieutenant-Governor, against the establishment of a Preparatory School in High Schools, or Collegiate Institutes. Such Classes are clearly unauthorized under the High Schol Act.

It is a principle of Law that no corporation can exceed the powers conferred upon it by the Legislature, or other competent authority. Now the Act under which the High School Board is constituted makes it the duty of that Board "to make provision for giving to both male and female Pupils . . . instruction in all the higher branches of a practical English and Commercial Education . . . according to a Programme, Rules and Regulations, prescribed by the Council of Public Instruction." etcetera. The Act gives no other authority on this point; nor does it even give any authority to provide for giving instruction in the "higher" ones, in accordance with a prescribed Programme. The law, further, only provides for the admission of Pupils to the High School on their coming up to a certain standard, fixed by the Council of Public Instruction. The Statute and Regulations provide also for the employment, (during their whole time), and payment of Teachers to perform the necessary duties under the Act, and declares that "no High School shall receive any portion of the Grant which is not conducted according to Law and the Regulations."

The Education Department has invariably resisted the establishment of Preparatory Classes in High Schools; and, under no circumstances, has it consented to allow any of the time of the Masters, or Teachers, of a High School to be taken from their regular Classes, and given to the teaching of an unauthorized, private, or preparatory, Classes in the School.

The Legislature has made ample provision for the establishment and maintenance of Elementary Classes in the Public Schools, but it has restricted the High Schools to the teaching of the "higher" branches of an English and Commercial Education.

UNJUST CRITICISM ON THE APPORTIONMENT TO HIGH SCHOOLS, AND EDUCATION OFFICE ADMINISTRATION.

I have already met and exposed the injustice of one class of attacks upon the Education Department in connection with the apportionments to High Schools. Another one equally unjust and unfair has appeared in the *Canadian Monthly* Magazine for January. It is as follows:—

To what do we attribute the failure in framing the Laws? To the neglect of the subject by Parliament and its mismanagement by the Education Department. The various measures proposed by the Chief Superintendent have all betrayed a certain crudity and lack of precision which have been fatal to their success. The Head of the Education Department . . . . has often, I fear, been led astray by his hobbies and by the advice of incompetent Subordinates . . . . the clerical element, (in the Council of Public Instruction), has an unfairly strong representation in the Council, while the lay element is illiterate . . . . it does not consist of men able to advise Doctor Ryerson, and it is therefore no check at all on beaurocratic mismanagement.

The anonymous Writer of these unjust and improper remarks has not ventured to offer a single proof of their correctness. He sets up a man of straw for the pleasure of showing his skill in knocking him down. For instance, he speaks of the Council of Public Intsruction giving the Chief Superintendent "advice" in framing his educational measures, when in point of fact not a single Member of the Council has ever offered any advice, or given any opinion, to him on the subject! Their functions are entirely different, and are prescribed by Statute. Then again, any one at all acquainted with the processes of legislation knows how well nigh impossible it is to get a Measure through the House without mutilation. In the case of the School Bills it was stated that the alleged mutilation which the Measures received in 1860 and 1871, were so many that the Bills could not be "recognized." No wonder, then, that, after thus running the gauntlet they should betray "a certain crudity and lack of precision." A dozen men with different views "amending" a Measure before the House,—(the more symmetrical it might be in its original form the worse for it),—would soon reduce it to a mass of "crudity" and destroy whatever "precision" any part of it might possess. This requires no demonstration, and yet the Chief Superintendent is made responsible for all the "crudities" and "lack of precision" which might be embodied in a Measure under such circumstances!

In speaking of the application of the elective principle to the Council of Public Instruction, a "Head Master" gives expression to the following sensible views in which I heartily coincide:—

It would, in my opinion, be exceedingly injurious to place a Teacher engaged in the exercise of his profession in the Council. He would have a voice in the appointment of his own Inspectors; would have access to the private Reports of the Inspectors, and would be in a position to obtain information which might give his School an unfair advantage over others, and he might assist in passing Measures which would be for his personal interest.

2. SUGGESTIONS FOR THE IMPROVEMENT OF THE HIGH SCHOOLS.

In regard to this point I cannot do better than append the following suggestions on the subject from the Chief Superintendent's last Annual Report. He recommends:—

1. That the standard of admission to the High Schools and Collegiate Institutes be uniform throughout the Province.

2. That no Pupils be admitted to the High Schools except on satisfactorily passing a written examination, and obtaining a minimum of fifty per cent. of the value of the Papers.

3. That suitable Accommodation be provided, in all cases, for the High Schools.

4. That the Programme of Studies and Limit Table, when finally prepared and authorized, be strictly adhered to, except by permission obtained upon the report and recommendation of the Inspector.

5. That at least two competent Masters be employed in every High School.

6. That before the principle of "payment by results" be applied to High Schools, their status and classification, (as a starting point), be ascertained by a written examination of the Pupils in one or more Classes of the School.

7. That, in all cases, the Council of Public Instruction shall have the right, through its Inspectors, to determine whether the Answers given in a written examination come up, or not, to the minimum standard.

8. That an additional High School Inspector be appointed, in order that effect may be given to the new system of "payment by results;" and that the three Inspectors be authorized and required, in places where there are High Schools, or Collegiate Institutes, to enquire into the condition and efficiency, of the Public and Separate Schools, which are entitled to prepare and send Pupils to the High Schools, or Collegiate Institutes.

9. That Masters of High Schools should, before appointment, be required to furnish some evidence of a knowledge of the Art of Teaching.

PAYMENT BY RESULTS TO BE EQUITABLY DISTRIBUTED.

A writer in *The Globe* Newspaper having erroneously stated that in effect the system of "payment by results" would be acted upon before some of the High Schools were classified, I, as Deputy Superintendent of Education, replied to his statement as follows:—

In reply to a Letter signed "Fair Play," in Saturday's *Globe*, I desire to say that there is not a shadow of foundation for his unjust statement that the Education Department is about "springing a sudden change upon High School Teachers in the middle of the year," in the adoption of a System of "payment by results." The Department has not "concluded" to do anything of he kind, nor has it ever given the slightest intimation of its intentions on the subject, except to the effect that full and ample notice will be given to all parties concerned before that system is put in force.

The system of "payment by results,"—the principle of which is the only just and equitable mode of distributing the High School Grant,—has been maintained by the Department for years. It was under consideration in 1865; and the principle would have been incorporated in the Grammar School Act of 1865, had it not been thought that the important reform effected by the Bill of that year in the mode of paying the Grant to High Schools, was about as far as it was prudent to go at that time. I was deputed by the Chief Superintendent to take charge of the Bill at Quebec in that year, and I took pains to prepare a scheme on which to base a system of "payment by results" from the English Education Reports and other information which I obtained in the Parlimentary Library. But the Chief Superintendent thought it, on the whole advisable, to defer its adoption for the reasons which I have given. The matter was not lost sight of, however, and, in that same year, (1865), the Reverend Mr., (now Bishop Fraser, who was in Canada at that time, as an English Education Commissioner, was consulted on the subject. In 1868 the matter was referred to the Reverend Professor Young, then Inspector of High Schools, for his report on it, which he made in 1869. In 1871, the principle was adopted and embodied in the Act of that year. It involves payments to High Schools according,—

1. To the average attendance of Pupils;

2. Their proficiency in the various branches of Study;

3. The length of time each High School is kept open, as compared with other High Schools.

As it was clearly impossible equitably to apply this new principle of "payment by results" until a classification of the High Schools was made, the Inspectors were requested to make such classification and report the result to the Chief Superintendent. This was done, but it is still felt to be impossible to do full justice to each of the Schools until the whole of the Pupils in them are subjected to a uniform test exam-

ination on questions prepared and printed for that purpose. With that view further legislation will be required before the new system can be adopted, and this is proposed and recommended in the Chief Superintendent's last Annual Report. That Report, among nine recommendations relating to High Schools, has the following, and it is the only authoritative opinion which the Department has given on the subject:—

"6. That, before the principle of 'payment by results' be applied to High Schools, their status and classification, (as a starting point), be ascertained by a written examination of the Pupils in one or more, if not all, of the Classes."

Such a recommendation does not look like "springing a sudden change upon High School Teachers."

TORONTO, March 8th, 1873. J. GEORGE HODGINS, Deputy Superintendent.

CHAPTER XX.

REORGANIZATION OF THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES. 1873.

I. CIRCULAR TO HIGH SCHOOL BOARDS THROUGHOUT THE PROVINCE.

I have the honour to transmit herewith the Programme of Studies, General Rules and Regulations for the government of High Schools and Collegiate Institutes, which have been prescribed by the Council of Public Instruction, and approved by His Excellency the Lieutenant-Governor-in-Council.

This is now the third year since the Programme itself and some of the Regulations have been published. For various reasons, I have preferred leaving that Programme, at least during a portion of that time, optional with the Boards of Trustees. This was the more necessary owing to the fact that the Programme itself could not go into effect until the Regulations for the Admission of Pupils to the High Schools had been definitely decided upon. These and the other General Regulations affecting High Schools having now been approved by the Government, no further time should be lost in carrying them into effect, and giving the High Schools and Collegiate Institutes that definite status which the Legislature designed they should have in our System of Public Instruction. I have, therefore, to intimate to your Board that, on the re-assembling of the High Schools in August, the accompanying Programme, Rules and Regulations will take affect.

Your Board will observe, by reference to the High School Act, that the Legislature has confined the functions of the High Schools, as relates to English education, to the teaching of "all of the higher branches of a good English and Commercial Education." A misapprehension of this provision of the Law has led to innumerable evils in our High Schools. The tendency, and, indeed, in many cases, the effort has been, to divert the High Schools from their legitimate purpose, and to make them little better than mere elementary Common Schools,—the unjust and unlawful rivals of the Public Schools. So strongly, indeed, has the pressure in this direction been brought to bear upon the Council of Public Instruction, that it has reluctantly been induced to lower the standard of admission to the High Schools to a point little beyond that of the Third Class, (out of six), prescribed for the Public Schools.

The Legislature has already made ample provision for the teaching in our Public Schools of all the elementary branches of education. To teach them, therefore, (as is done in some High Schools), is a violation of Law, and an interference with the legitimate province of the Public Schools. The Legislature has wisely restricted the teaching in the High Schools to the "higher branches of a good English and Commercial Educa-

tion." If the Council has erred at all in this matter, it has erred in making the standard of admission to the High Schools too low, instead of too high.

I trust, therefore, that each High School Board will see that, in the instruction given in their School, none but the subjects prescribed in the Programme shall be taught, and that no effort will be made, or suffered, either to evade the wise provisions of the Law, or to lower the reasonable standard of High School instruction which the Legislature itself has set up.

There is another aspect of this question to which I desire to call the attention of High School Boards. Up to 1871, it was urged with some force that, while the Legislature required the High School Boards to do certain things, it left them powerless to provide the necesasry means to enable them to do so. This was doubtless true, to a certain extent, up to 1871, although I had sought in past years to have it otherwise. However, in 1871, the Boards of Trustees were left without any excuse on that ground. In that year, while the Legislature prescribed one, or two, additional subjects of instruction in the High Schools, (which gave a symmetry and completeness to the Course of Study in them), it also provided most liberally for enabling Trustees to support their Schools and pay their Teachers. Not only did it in that year increase the High School Grant from $57,000 to $70,000, but it also required the County and City Councils to provide by Assessment, (for the first time), and to furnish the Trustees with $35,000 more,—making a total High School Grant from that time of $105,000 per annum,—or, on an average, $1,000 for each High School and Collegiate Institute,—besides $750 additional for each of the Collegiate Institutes.

Farther, for the first time, the Legislature authorized each High School Board to call upon the Council, or Councils, concerned, to provide by Assessment whatever additional sums it might require "for the School Accommodation and maintenance" of the High School; and it made it an imperative duty of these Councils to provide these sums. It might be well, in regard to this matter, to call attention to the comparative amount of the Grants made to the High and Public Schools. I have already shown that the Legislature has provided a preliminary High School Fund of $105,000, to be divided among about 105 High Schools and Collegiate Institutes, independently of the $750 additional paid to each of the latter Institutions. This sum allows of an apportionment of from $25 to $30 per Pupil in average attendance at each High School and Collegiate Institute.

To the Public Schools the Grant, including the County Assessment, did not last year amount to more than eighty cents per Pupil, and this year that sum will not exceed one dollar per Pupil in average attendance at each Public School. It may be left to the judgment of any candid man, therefore, whether it is reasonable or just to allow High Schools to do Public School work, and yet receive between twenty-five and thirty times as much as the Public Schools for doing it!

If the High Schools do any Public School work, then should the High School Fund be made a Public School Fund, and be equitably distributed among all the Public Schools. If there is no High School work in a neighbourhood, then there should be no High School there. Every true friend of High School education is, therefore, concerned to see that no abuse shall be practised upon the High School Fund, and that it shall be faithfully employed in the legitimate work prescribed to High Schools by Law.

It will be seen, by the authorized Regulations, as well as by the provisions of the School Law, that the local Boards of Examiners must see that the uniform standard for the Admission of Pupils to the High Schools must be observed; that these Regulations apply to all Pupils admitted to the High Schools since August, 1872; and that the Inspectors are to see that these Regulations are duly observed.

No branch of our System of Public Instruction has thus far been comparatively so defective and inefficient as that of the High Schools,—the intermediate branch between the Public Schools and the University, and between the Public Schools and the Manufacturing and Commercial employments of life. I trust the exertions of your Board will tend to promote this important branch of the proper education of a people,

and to make the High Schools as honourable to the Country, and as much and as generally prized as are the Public Schools.

TORONTO, 2nd July, 1873. EGERTON RYERSON.

II. CIRCULAR TO THE INSPECTORS OF HIGH SCHOOLS.

The inspection of High Schools and Collegiate Institutes having now become a settled organized system, I have submitted to the Council of Public Instruction, in a condensed form, the various Regulations and Instructions under which that inspection has hitherto been conducted. The Council has also added a few additional Regulations which have been rendered necessary, in consequence of the additional duty which now devolves on the High School Inspectors, provision having been made by the Legislature for increasing their number for the purpose of visiting and reporting upon the Public and Separate Schools in those places where High Schools are situated. These Regulations have been incorporated in the General Regulations for the government of our High Schools and Collegiate Institutes, and have received the sanction of His Excellency the Lieutenant-Governor-in-Council. They will go into effect on the reassembling of the High Schools after the Midsummer Vacation.

In order to give a definiteness and uniformity to the inspection and examination of each High, as well as Public, and Separate, School which you may visit, I have prepared, as authorized by the Regulations, certain forms of report which will be found useful and suggestive in carrying on the inspection of these various Schools. These reports, as before, will be confidential, and I trust they will be fully and carefully filled up, and that the report of the inspection of each School will be transmitted to this Department without delay, as you proceed from County to County, or from School to School. When the report of the inspection of each School is transmitted separately, as requested, I shall be able to examine it carefully, and learn what is being done in the Schools, as well as in the inspection of them; which I cannot do conveniently when the Reports of the whole half year's inspection are sent in at once.

I hope that the efficiency of the High Schools and Collegiate Institutes will be greatly advanced by the revised Programmes and Regulations, as well as by the improved system of inspection.

TORONTO, 2nd July, 1873. EGERTON RYERSON.

REVISED GENERAL REGULATIONS FOR THE ORGANIZATION, GOVERNMENT, AND DISCIPLINE OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES IN ONTARIO, 1873.

Prescribed by the Council of Public Instruction on the 31st day of March, and 20th day of May, and Approved by His Excellency the Lieutenant-Governor-in-Council on the 24th day of June, 1873.

NOTE. The former general Regulations, relating to High Schools and Collegiate Institutes, have been fully revised, and, as such, are now issued for the guidance of the Head Masters and Teachers of these Schools, and the Collegiate Institutes.

I. *Terms, Hours of Daily Teaching, Holidays and Vacations.**

1. *Terms.*—There shall be four Terms each year, to be designated the Winter, Spring, Summer, and Autumn Terms. The Winter Term shall begin on the 7th of January, and end on the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close the last day of June; the Summer Term shall begin the 16th day of August, and end the Friday next before the 15th of October: the Autumn

* High and Public Schools united are subject to the following Regulations affecting Holidays and Vacations in High Schools. In order also to enable the Education Department to make an equitable Apportionment to Roman Catholic Separate Schools in Cities, Towns and Villages where united High and Public Schools exist, it is required that both the Public and Separate Schools shall observe the Regulations affecting Holidays and Vacations in High Schools.

Term shall begin on the Monday following the close of the Summer Term, and shall end on the 22nd day of December.

2. *Hours.*—The Exercises of the day shall not commence later than nine o'clock a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at Noon for recreation, and of not less than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily teaching may be determined upon in any High School, at the option of the Board of Trustees.

3. *Holidays.*—Every Saturday shall be a Holiday; or, if preferred by the Board of Trustees and Head Master of any High School, the afternoons of Wednesday and Saturday in each week shall be half-holidays. All days declared by Law to be Public Holidays, shall be Holidays in each School. The anniversary of the Birth of our Sovereign, Dominion Day, any local Municipal Holiday, and such day as may be appointed by the Governor, or other competent authority, for Public Fast, or Thanksgiving, throughout the Province, shall be Holidays in all the High Schools of Ontario.

4. *Vacations.*—There shall be three Vacations in each year; the first, or Spring Vacation, shall begin on the Wednesday next before Easter, and end on the Tuesday next after it; the second, or Summer Vacation, shall begin on the 1st day of July and end on the 15th day of August, inclusive; and the third, or Christmas Vacation, shall commence on the 23rd day of December, and end on the 6th of January.

NOTE. No time lost can be lawfully made up by any Master, or Teacher, on any Holiday, or during the Vacations.

5. *All Agreements* between Trustees, Masters and Teachers shall be subject to the foregoing Regulations; and no Master, or Teacher, shall be deprived of any part of his Salary on account of observing allowed Holidays and Vacations, or for sickness, as provided in Regulation 5 of the "Additional Duties of Masters and Teachers." Masters and Teachers shall be entitled to the Holidays, or Vocations, immediately following the close of their period of service.

6. *Examinations.*—The public half-yearly Examinations required to be held in each High School, [by the eighth clause of the twenty-fifty Section of the Ontario Consolidated High School Act], shall take place, the one immediately before the Christmas Holidays, and the other immediately before the Summer Vacation. (Examinations for Scholarships, etcetera, shall be conducted as prescribed in Regulation fifteen of Chapter Seven of these Regulations).

[NOTE. See General Regulations, and Note, in the "Additional Duties of Masters and Teachers," (Number Nine), in regard to Masters aid Teachers visiting other Schools].

II. *Religious and Moral Instruction in the High Schools and Collegiate Institutes.*

1. As Christianity is the basis of our whole System of Elementary Education, that principle should pervade it throughout.

2. The High School, or Collegiate Institute, being a day, and not a boarding School, rules arising from domestic relations and duties are not required, and as the Pupils are under the care of their Parents and Guardians on Sundays, no Regulations are called for in respect to their attendance at Public Worship.

III. *Opening and Closing Exercises of each Day.*

With a view to secure the Divine Blessing, and to impress upon the Pupils the importance of Religious Duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the Daily Exercises of each High School and Collegiate Institute be opened and closed by reading a portion of Scripture, and by Prayer. The Lord's Prayer alone, or the Forms of Prayer hereto annexed, may be used, or any other Prayer preferred by the Trustees and Head Master of each School. But the Lord's Praper shall form part of the Opening Exercise, and the Ten Commandments be taught to all the Pupils, and be repeated at least once a week. But no

Pupil should be compelled to be present at these Exercises against the wish of his Parent, or Guardian, expressed in writing to the Head Master of the School.

FORMS OF PRAYER.

Before Entering upon the Business of the Day.

Let us Pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, Who has safely brought us to the beginning of this day, defend us in the same by Thy mighty power, and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doing may be ordered by Thy governance, to do always that which is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the Giver of every good and perfect gift, the Fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant that whilst, with all diligence and sincerity, we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so through Thy mercy we may daily be advanced both in learning and godliness, to the honour and praise of Thy Name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven; hallowed by Thy Name; Thy Kingdom come; Thy will be done on earth, as it is in Heaven: give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the fellowship of the Holy Ghost, be with us all evermore. *Amen.*

At the Close of the Business of the Day.

Let us Pray.

Most merciful God, we yield Thee our humble and hearty thanks for Thy fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words, and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be prepared to enter on the duties of the morrow with renewed vigour both of body and mind; and preserve us, we beseech Thee, now and forever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thy only Son, our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven; hallowed be Thy Name; Thy Kingdom come; Thy will be done on earth, as it is in Heaven: give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the fellowship of the Holy Ghost, be with us all evermore. *Amen.*

IV. *Weekly Religious Instruction by the Clergy of each Persuasion.*

1. In order to correct misapprehension, and define more clearly the rights and duties of Trustees and other parties in regard to Religious Instruction in connection

with the High Schools and Collegiate Institutes, it is decided by the Council of Public Instruction that the Clergy of any Persuasion, or their authorized Representatives, shall have the right to give Religious Instruction to the Pupils of their own Church, in each School House, at least once a week, after the hour of four o'clock in the afternoon; and if the Clergy of more than one persuasion apply to give Religious Instruction in the same School House, the Trustees shall decide on what day of the week the School House shall be at the disposal of the Clergyman of each Persuasion, at the time above stated. But it shall be lawful for the Trustees and Clergymen of any Denomination to agree upon any hour of the day at which a Clergyman, or his authorized Representative, may give Religious Instruction to the Pupils of his own Church, provided it be not during the regular hours of the School.

V. *Duties of High School Inspectors.*

NOTE. No High School Inspector shall, during his incumbency, hold any office, or perform any other duties than those assigned to, or prescribed for him, without the permission of the Council of Public Instruction.

1. The High School Law requires the Inspectors of High Schools to perform such duties as may be prescribed for them by the Council of Public Instruction. These Regulations are as follows:—

2. *The Inspector's Full Time to be Employed.*—Each Inspector shall devote the whole of his time to the duties of his office as Inspector, or Member of the Central Committee of Examiners, if appointed thereto, except during the intervals of his visits to the Schools, or during the School Holidays and Vacations.

3. *The Inspectors* shall, under direction of the Chief Superintendent of Education, perform such duties as devolve upon them by the School Law and these Regulations, with such additional duties as may be required of them by the Council of Public Instruction. They shall visit the Schools, as directed by the Council, and, in their visitations, shall be governed by the following Regulations:—

4. *Visitation of Schools.*—Each Inspector shall visit every High School and Collegiate Institute in the section of the Province which may be assigned to him from time to time by the Chief Superintendent of Education at least once during each half-year. He shall also visit the Separate Schools, (under such instructions as the Separate School Law authorizes), and shall also visit the principal Public Schools in Cities, Towns and Villages, to see how far the official Programme and Regulations are carried out in these Schools. He shall devote a day or more, to the examination of the Classes and Pupils in each School, and shall record the result of such examination in a Book to be kept for that purpose. (See Regulation Six of this Chapter). He shall also make enquiry and examination, in such manner as he shall think proper, into all matters affecting the condition and operations of the School, the results of which he shall record in a Book, and transmit it, or a copy thereof, on completing his inspection, to the Education Department; (but he shall not give any previous notice to the Master, or Trustees, of his visit). He shall also prepare and transmit to the Chief Superintendent such confidential, or other, Reports as the Chief Superintendent may require, in such form and manner as the Chief Superintendent may direct. The subjects of examination and inquiry at each School visited shall be as follows:—

(*a*) *Mechanical Arrangements.*—The tenure of the Property; the materials, dimensions and plan of the Building; its condition; when erected; with what funds built; how lighted, warmed and ventilated; if any Class Rooms are provided for the separate instruction of part of the children; if there is a Lobby, or Closet, for Hats, Cloaks, Bonnets, Book Presses, etcetera; how the Desks and Seats are arranged and constructed; what arrangements for the Teacher; what Play Ground is provided;* what Gymnastic

* Size of School Grounds.—The School Grounds should allow the School-house to be set well back from the Road, and furnish Play grounds within the Fences. A convenient form for School Grounds will be found to be an area of ten rods front by sixteen rods deep, with the School-house set back four or six rods from the Road. The Grounds should be strongly fenced; the Yards and Outhouses in the rear of the School-house being invariably separated by a high and tight board Fence; the front Grounds being planted with Shade Trees and Shrubs.

Apparatus, if any); whether there be a Well, and proper Conveniences for private purposes; and if the Premises are fenced, or open on the Street, or Road; if Shade Trees and any Shrubs, or Flowers are planted.

NOTE. In his enquiries into these matters, the Inspector is especially directed to see whether the School Law and Regulations have been complied with in regard to the following matters; (should he discover remissness in any of them, he should at once call the attention of the Trustees to it, before reporting the facts to the Chief Superintendent, with a view to its remedy before his next half-yearly visit).

(1) *Size of the Site.*—As to the size of the School Site, as prescribed by the Regulations.

(2) *School Accommodation.*—Whether the Trustees have provided "Adequate Accommodation for all children attending the School," as required by the Regulations.

(3) *Space for Air.*—Whether the required space of nine square feet for each Pupil, and the average space for one hundred cubic feet of air for each Pupil have been allowed in the construction of the School House and its Class Rooms. (See Regulations).*

(*a*) *Well; Proper Conveniences.*—Whether a Well, or other means of procuring Water is provided; also, whether there are proper Conveniences for private purposes of both sexes on the Premises; and whether the Regulations in regard to them contained in Regulation Six of the "Duties of Masters," and Regulation Nine of the "Duties of Trustees," are observed.

(*b*) *Means of Instruction.*—He shall see whether the authorized Text Books are used in the several Classes, under the heads of Reading, Arithmetic, Geography, etcetera; whether sufficient and suitable Apparatus are provided, as Tablets, Maps, Globes, Blackboards, Models, Cabinets, etcetera.

(*c*) *Organization.*—Arrangement of Classes; whether each child is taught by the same Teacher; if the Assistant, or Assistants, required by Law, are employed; to what extent; how remunerated, and how qualified.

(*d*) *Discipline.*—Methods of instruction and attainments of the Pupils in the various subjects of the Programme.

(*e*) *Miscellaneous.*—How many Pupils have been admitted to the High School during the year. 2. Whether a Visitor's Book and Register are kept, as required by Law. 3. Whether the *Journal of Education* is regularly received by the Trustees. 4. Whether the Pupils have been examined before being admitted to the School, and arranged in Classes, as prescribed by the Regulations; and whether the required Public Examinations have been held. 5. What Prizes, or other means are offered to excite Pupils to competition and study; and whether the Merit System of Cards issued by the Department is employed. 6. *Library.*—Is a Library maintained in the School; number of Volumes taken out during the year; are Books covered and labelled as required; are Books kept in Library Case; is Catalogue kept for reference by applicants; are fines duly collected, and Books kept in good order; are Library Regulations observed. 7. How far the Course of Studies and method of discipline prescribed according to Law have been introduced, and are pursued in the School; and such other information in regard to the condition of the Schools as may be useful in promoting the interests of High Schools generally."

5. *Authority of an Inspector in a School.*—The authority of an Inspector in a School, while visiting it, is supreme; the Masters, Teachers and Pupils, are subject to his direction; and he shall examine the Classes and Pupils, and direct the Masters or Teachers to examine them, or to proceed with the usual exercises of the School, as he may think proper, in order that he may judge of the mode of teaching, management and discipline in the School, as well as of the progress and attainments of the Pupils.

* Ventilation becomes easy as soon as it is known that it is embraced in these two essential operations, videlicet: 1st, to supply fresh air: 2nd, to expel foul air. It is evident that fresh air cannot be crowded into a room unless the foul air is permitted to pass freely out; and certainly the foul air will not go out unless fresh air comes in to fill its place. It is useless to open ventilating flues when there is no means provided to admit a constant supply of fresh air from without.

Temperature.—In Winter the temperature during the first School hour in the forenoon, or afternoon, should not exceed 70°, nor 66° during the rest of the day.

6. *Procedure in the Visitation of Schools.*—On entering a School, with a view to its inspection, and having courteously introduced himself to the Masters, (if a stranger), or, if otherwise, having suitably addressed them, the Inspector shall,—

(*a*) Note in the Inspector's Book, the time of his entrance, and on leaving, the time of departure from the School.

(*b*) See whether the business going on corresponds with that assigned to that particular hour on the Time Table of the School, and, generally, whether the arrangements which it indicates agree with the prescribed Programme of Studies, and are really carried out in practice. If not, he should at once privately notify the Head Master, or Teacher, of the omission, and the penalty for neglect to observe the Regulations.

(*c*) Examine the Registers and other School records, and take notes of the attendance of Pupils, number of Classes in the Schools at the time of his visit, etcetera.

(*d*) Observe the mode of teaching, the management of the School, and generally its tone and spirit; also whether the bearing, manner, and language of the Teacher, his command over the Pupils, and their deportment at the time of his visit are satisfactory.

7. *Intercourse with Teachers and Pupils.—Inspection.*—In his intercourse with Masters and Teachers, and during his visit to their Schools, the Inspector should treat them with kindness and respect, counselling them privately on whatever he may deem defective, or faulty, in their manner and teaching.

8. *Check against Incorrect Returns.*—The Half-yearly Return of the Pupils' names, and number of days on which they attended during each month, will be a check against false, or exaggerated, Returns; as the Inspector can, in his visit to any School, examine the School Register and make any further enquiries he may deem necessary. He should also, at his visits to the School, take notes in his Book of the School attendance, etcetera. Schools using unauthorized Text Books are not entitled to be paid any part of the School Fund; and the Council has given notice that it "disapproves of the use, in any High, or Public, School, of any Text Book which is not included in the list of Text Books authorized by it, as provided by Law."

VI. *High School Accommodations.*

The High School, or Collegiate Institute, should have:—
Grant unless suitable Accommodations shall be provided for it.

The High School, or Collegiate Institute, should have:—

(1) A Site of an Acre in extent, but not less than half an Acre.

(2) A School House, (with separate Rooms, where the number of Pupils exceeds fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each Room for at least one hundred cubic feet of air for each child. It shall also be sufficiently warmed and ventilated, and the Premises properly drained.

(3) A sufficient Fence, or Paling, round the School Premises.

(4) A Play Ground, or other satisfactory provision for physical exercise, within the Fences, and off the road.

(5) A Well, or other means of procuring Water for the School.

(6) Proper and separate Offices for both sexes, at some little distance from the School House, and suitably enclosed.

(7) Suitable School Furniture and Apparatus, videlicet:—Desks, Seats, Blackboards, Maps, Library, Presses and Books, etcetera, necessary for the efficient conduct of the School. (See also note to (*a*) of Regulation Four, of the "Duties of Inspectors.")

VII. *Powers and Duties of Head Masters and Teachers of High Schools and Collegiate Institutes.*

1. *Number of Teachers.*—In every High School there shall be, as required by Law, and as necessary to teach the subjects of the prescribed Programme of Studies, a Head Master and one, or more, duly qualified Teachers employed.

NOTE.—*Designation.*—The chief Teacher employed in any High School shall be designated and known as the Head Master, and the others shall be named First, Second, or Third, etcetera, Assistant Teacher. For qualifications of the Assistants, see Note to Duties of Assistant Teachers.

1. *Powers and Duties of Head Masters of High Schools and Collegiate Institutes.*

Authority as a Public Officer.—The Head Master of every High School, or Collegiate Institute, is a Public Officer, and, as such, shall have power, and it shall be his duty to observe and enforce the following Rules:—

1. *See that the Rules are observed.*—He shall see that these General Rules and Regulations, and any special Rules, (not inconsistent with them), which may be approved by the Trustees for their respective Schools, are duly and faithfully carried out, subject to appeal, in case of dissatisfaction, to the Inspector.

2. *Prescribe Duties of Teachers.*—He shall prescribe, (with the assent of the Trustees), the duties of the several Teachers in his School, but he shall not be responsible for the control and management of the Classes under their charge.

3. *Power to Suspend Pupils.*—He shall suspend, (subject to appeal, by the Parent, or Guardian, to the Trustees), any Pupil for any of the following reasons:—

(*a*) Truancy persisted in.
(*b*) Violent opposition to authority.
(*c*) Repetition of any offence after notice.
(*d*) Habitual and determined neglect of duty.
(*e*) The use of profane, or other improper, language.
(*f*) General bad conduct, and bad example, to the injury of the School.
(*g*) Cutting, marring, destroying, defacing, or injuring any of the High School property, such as Buildings, Furniture, Fences, Trees, Shrubbery, Seats, etcetera, or writing any obscene, or improper, words on the Fences, Privies, or any part of the Premises; provided that any Master suspending a Pupil for any of the causes above named shall, immediately after such suspension, give notice thereof in writing, to the Parent, or Guardian of such Pupil, and to the Trustees, in which notice shall be stated the reason for such suspension; but no Pupil shall be expelled without the authority of the Trustees. (See also Regulation Two of the "Additional Duteis of Masters and Assistant Teachers," which also applies to Head Masters).

4. *Expulsion of Pupils.*—When the example of any Pupil is very hurtful to the School, and in all cass where reformation appears hopeless, it shall be the duty of the Head Master, with the approbation of the Trustees, to expel such Pupil from the School. But any Pupil under public censure, who shall express to the Master his regret for such a course of conduct, as openly and explicitly as the case may require, shall, with the approbation of the Trustees and Master, be re-admitted to the School.

5. *Care of School Property.*—He shall exercise the strictest vigilance over the High School property under his charge, the Buildings, Outhouses, Fences, etcetera, Furniture, Apparatus, and Books, belonging to the School, so that they may receive no injury; and give prompt notice, in writing, to the Trustees, of any repairs which may require to be made to the Building, Premises, or Furniture, etcetera, and of any Furniture, or supplies which may be required for the School.

6. *Regulations in regard to School Premises, etcetera.*—The Trustees, having made such provision relative to the School House and its Appendages, as provided in the Regulations relating to School Accommodation, it shall be the duty of the Master to give strict attention to the proper ventilation and temperature,* as well as to the cleanliness of the School House; he shall also prescribe such Rules for the use of the Yard and Outbuildings connected with the School House, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of cleanliness about the Premises.

7. *School open for Pupils.*—Care must be taken to have the School House ready for the reception of Pupils at least fifteen minutes before the time prescribed for opening the School, in order to afford shelter to those who may arrive before the appointed hour. (See Regulation Thirteen, "Duties of Assistant Teachers.")

8. *Out Premises.*—He shall see that the Yards, Sheds, Privies, and other Outbuildings are kept in order, and that the School House and Premises are locked at all proper times; and that all deposits of sweepings, from Rooms or Yards, are removed from the Premises.

9. *Fires and Sweeping.*—He shall employ, at a compensation to be fixed by the Trustees, a suitable Person to maks Fires, to sweep the Rooms and Halls daily, and dust the Windows, Walls, Seats and Desks, and other Furniture in the same; but no Assistant Teacher, or Pupil, shall be required to perform such duty, unless voluntarily, and with suitable compensation.

10. *Librarian.*—He shall, with the consent of the Trustees, appoint the Librarian of the School, who shall take charge of the Books; also make and preserve a Catalogue of the same; deliver, charge, receive, and credit the Volumes given out, and keep a Register of the same; number, label and Catalogue the Books; and make returns of the Library, its Books, etcetera, as required by the Library Regulations.

11. *The Library.*—He shall see that the Library is kept open for the distribution, (and return), of Books to their Scholars, and Ratepayers of the High School District, or division, on Friday afternoon of each week; but this duty shall not be permitted to interfere with the regular exercises of the School.

12. *Reports.*—He shall make the necessary Term, Special, or Annual, Reports to the Trustees, or to Chief Superintendent of Education, at such times and in such manner as may be required.

13. *General Register.*—He shall keep the General and other Registers of the School, (to be furnished by the Trustees), in which shall be entered, in each Term, the date of the admission of each Pupil, his, or her, name and age, from whence received; the Parent's or Guardian's name and residence; the names of each of the Classes in the School, together with the names of the Pupils in each such Classes; the promotion of Pupils from one Class to another; record of attendance of the Pupil; date if his leaving the School, and destination, both as to place and occupation; and such other information as shall at all times give a correct idea of the condition of the School.

14. *Religious Exercises.—Ten Commandments.*—He shall see that the Regulations in regard to Opening and Closing Exercises of the Day, (Chapter III), are observed, and that the Ten Commandments are duly taught to all the Pupils and repeated by them once a week.

15. Examinations for Scholarships, Exhibitions and Prizes, which may have been instituted, shall be conducted by the Head Master, but the High School Board may, if they shall think proper, associate other Persons with the Head Master in the examinations for such Scholarships, Exhibitions, or Prizes.

16. A Report of the progress and conduct of each Pupil shall be furnished to his Parent, or Guardian, monthly, by the Head Master.

* See note to (*a*) of Regulation Four of the "Duties of Inspectors."

2. *Duties of Assistant Teachers.*

NOTE. *Qualification of Assistant Teachers.*—No Assistant Teacher shall be employed in a High School who does not possess a legal Certificate "of Qualification, of the First, or Second Class prescribed for Public School Masters and Assistants, or a Certificate that he is a Graduate, (who proceeded regularly to his Degree), or an Undergraduate in the Faculty of Arts of good standing in some University in the British Dominions. But this Regulation shall not be held to apply to Teachers of the special subjects of French, German, Drawing, Vocal Music, Gymnastics, or Calisthenics.

The Teacher of each Class, or department, shall observe the following Regulations:—

1. *Pupils.*—He shall give the children under his charge constant employment in the Studies prescribed in the authorized Programme; and endeavour, by judicious and diversified modes, to render the exercises of the School pleasant, as well as profitable.

2. *Regulations.*—He shall read, or cause to be read, to his Class, at least once in each quarter, (or otherwise inform the Pupils of), so much of the Regulations as shall be necessary to give them a proper understanding of the Rules by which they are governed.

3. *Register.*—He shall keep the Daily Register, (provided by the Education Department), which shall remain the property of the Trustees, in which shall be entered the names and daily attendance of Pupils, their proficiency in various Studies, and other information.

4. *Returns.*—He shall make such Returns, and at such times, as may be required by the Head Master, Inspector, or Trustees, relating to his Class, School, or department.

3. *Additional Duties of Masters and Teachers.*

It shall also be the duty of each Head Master and Teacher of a High School, or Collegiate Institute, to observe the following Regulations:—

1. *General Principles of Government.*—Masters and Teachers are to evince a regard for the improvement and general welfare of their Pupils; treat them with kindness, combined with firmness, and aim at governing them by their affections and reason, rather than by harshness and severity. Teachers shall also, as far as practicable, exercise a general care over all their Pupils in and out of School, and shall not confine their instruction and superintendence of the usual School Studies, but shall, as far as possible, extend the same to the mental and moral training of such Pupils, to their personal deportment, to the practice of correct habits and good manners among them, and to omit no opportunity of inculcating the principles of Truth and Honesty, the duties of respect to superiors, and obedience to all persons placed in authority over them.*

2. *Discipline.*—They shall practise such discipline in the School, Class, or department, as would be exercised by a kind, firm, and judicious Parent in his family. It is strictly enjoined upon all Teachers in the Schools to avoid the appearance of indiscreet haste in the discipline of their Pupils; and, in any difficult cases which may occur, to apply to the Head Master, Inspector, or to the Trustees, (as the case may be), for advice and direction.

3. *Merit Cards.—Prizes.*—In all the Schools, the series of Merit Cards, prepared and authorized by the Education Department, shall be regularly used; and if Prizes are given, it must be on the principles laid down in that series of Cards.

---

* The following are modes to be adopted, or avoided:—
(*a*) Proper.—Reproof kindly but firmly given, either in private, or before the School, as circumstances require it, or such severe punishment as the case really warrants, administered as directed in the above Regulation.
(*b*) Improper.—Contemptuous language, reproof administered in passion, personal indignity, or torture, and violation of the laws of health,

4. *State of Feeling among Pupils.*—They shall cultivate kindly and affectionate feelings among the Pupils; discountenance Quarrelling, Cruelty to Animals, and every approach to vice.

5. *Absence.*—No Master, or Teacher shall be absent from the School in which he, or she, may be employed, without permission of the Trustees, except as provided in Number Nine, below, or in case of sickness, in which case the absence of such Teacher shall be immediately reported to the Trustees; and no deduction from the Salary of a Teacher shall be made on account of sickness, as certified by a Medical man.†

6. *Subscriptions, Collections, Presents, etcetera.*—No collection shall be taken up, or subscriptions solicited for any purpose, or notice of Shows, or Exhibitions given in any High School, or Collegiate Institute, without the consent of the Trustees; nor shall the Head Masters, or Teachers act as Agents for Books, or sell Stationery, etcetera, or receive Presents, (unless made to them on leaving the School), nor Award, without the permission of the Trustees, Medals, or other Prizes of their own to the Pupils under their charge.

7. *Teachers' Meetings.*—The Head Master and Teachers of a High School, or Collegiate Institute, (where there are at least two, in addition to the Head Master), shall regularly attend the Teachers' Meetings each month, and at such other times as the Head Master shall direct; and they shall by conference, study, recitations and general exercises, strive to systematize and perfect the modes of discipline and of teaching in the High School. Where there are only a Head Master and an Assistant Teacher, they shall confer together from time to time on the subject.

8. *Teaching.*—They shall classify the children according to the Books used; study those Books themselves, and teach according to the improved method recommended in their Prefaces. In giving out the Lessons for the next day, difficult parts should be explained, and, where necessary, the best mode of studying them pointed out.

9. *Visiting Schools.*—The Chief Superintendent of Education may permit a Head Master to be absent two of the ordinary teaching days in each half-year, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other Schools than that in which he teaches.

Note. Each High School Master and Teacher must give at least three days' notice to the Trustees; and, in addition, the High School Master must communicate with the Education Department, and obtain the Chief Superintendent's consent, so that he may not be absent during the visits of the Inspector to his School. In order that no loss of Apportionment may accrue to any School in consequence of the Head Master's absence under this Regulation, a proportionate amount of average attendance will be credited to the School for the time so employed by the Teacher; but, under no circumstances, can lost time be lawfully made up by teaching on any of the prescribed Holidays, or Half-holidays, nor will such time be reckoned by the Department.

10. *Time Table.*—They shall keep in some conspicuous place in the School Room a Time Table, showing the order of Exercises for each day in the week, and the time for each Exercise, as prescribed in the Programme of Studies for High Schools.

11. *Classes.*—The division of Pupils into Classes, as prescribed by the Programme, shall be strictly observed; and no Teacher shall be allowed to take his, or her, Class beyond the limits fixed for the Classes taught by such Teachers, without the consent of the Head Master, or Inspector, except for occasional reviews; but individual Pupils, on being qualified, may, with the consent of the Head Master, be advanced from a lower to the higher Class.

12. *Quarterly Examination.*—Each Class in every School shall be open for Public Examination and inspection during the last week of every half-year, and the Head Master, or Teacher, shall call upon every Pupil in the School, unless excused, to review, or recite, in the course of such Examination.

† The Trustees may allow any period beyond four weeks in the entire year, for absence on account of sickness.

13. *In School at 8¾ a.m., etcetera.*—All Teachers shall be in their respective Schools, and open their Rooms for the reception of Pupils, at least fifteen minutes in the morning, and five minutes in the afternoon, before the specified time for beginning School; and during School hours they shall faithfully devote themselves to the duties of their office.

14. *Visitors' Book.*—They shall keep the Visitors' Book, (which is required by Law to be furnished by the Trustees), in which shall be entered the Dates of Visits and Names of Visitors, with such remarks as they may choose to make.

15. *Visitors.*—They shall receive courteously the Visitors to the School, and afford them every facility for inspecting the Books used, and examine into the state of the School; shall keep the Visitors' Book accessible, that the Visitors may, if they choose, enter remarks in it. The frequency of Visits to the School by intelligent Persons animates the Pupils, and greatly aids the faithful Teacher.

VIII. *Duties of Pupils of High Schools and Collegiate Institutes.*

1. *Cleanliness and Good Conduct.*—Pupils must come to School clean and neat in their Persons and Clothes. They must avoid Idleness, Profanity, Falsehood and Deceit, Quarrelling and Fighting, Cruelty to Dumb Animals; be kind and courteous to each other, obedient to their Instructors, diligent in their Studies, and conform to the Rules of their School.

2. *Tardiness* on the part of Pupils shal be considered a violation of the Rules of the School, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the Master.

3. *Leaving before Closing.*—No Pupil shall be allowed to depart before the hour appointed for closing the School, except in case of sickness, or some pressing emergency; and then the Master, or Teacher's consent must first be obtained.

4. *Absence.*—A Pupil absenting himself from School, except on account of sickness, or other urgent reasons satisfactory to the Head Master, forfeits his standing in the Class, and his right to attend the School for the remainder of the Quarter.

5. *Excuses.*—Any Pupil not appearing at the regular hour of commencing any Class of the School which he may be attending, without a written excuse from his Parent, or Guardian, may be denied admittance to such School for the day, or half-day, at the discretion of the Head Master.

6. *Punctual Attendance.*—Every Pupil, once admitted to the School, and duly registered, shall attend at the commencement of each Term, and continue in punctual attendance until its close, or until he is regularly withdrawn by notice to the Head Master to that effect; and no Pupil violating this Rule shall be entitled to continue in such School, or be admitted to any other, until such violation is certified by the Parents, or Guardians, to have been necessary and unavoidable, which shall be done personally, or in writing.

7. *Class to Attend.*—Pupils shall be required to attend any particular Class which may be designated for them by the Head Master, with the consent of the Inspector.

8. *Absence from Examination.*—Any Pupil absenting himself from Examination, or any portion thereof, without permission of the Head Master, shall not thereafter be admitted to the School, except by authority of the Inspector, in writing; and the names of such Absentees shall be reported by the Head Master immediately to the Trustees; and this Rule shall be read to the School just before the Examination Days at the close of each Quarter.

9. *Going to and from School.*—Pupils shall be responsible to the Head Master for any misconduct on the School Premises, or in going to, or returning from, School,

except when accompanied by their Parents, or Guardians, or some responsible Person appointed by them.

10. *Supply of Books.*—No Pupil shall be allowed to remain in the School unless he is furnished with the Books and Requisites required to be used by him in the School; but, in case of a Pupil being in danger of losing the advantages of the School, by reason of his inability to obtain the necessary Books, or Requisites, through the poverty of his Parent, or Guardian, the Trustees have power to procure and supply such Pupil with the Books and Requisites needed.

11. *Fees for Books.*—The Fees for Tuition, or Books and Stationery, etcetera, as fixed by the Trustees, whether monthly or quarterly, shall be payable in advance: and no Pupil shall have a right to enter, or continue in the School until he shall have paid the appointed Fee.

12. *Property Injured.*—Any Property of the Schools that may be injured, or destroyed by Pupils, must be made good forthwith by the Parent, or Guardian, under a penalty of the suspension of the delinquent Pupil. (See (*g*) of Regulation Three of the "Powers and Duties of Head Masters.")

13. *Contagious Diseases.*—No Pupil shall be admitted to, or continue in, any of the High Schools who has not been vaccinated, or who is afflicted with, or has been exposed to, any contagious disease, until all danger of contagion from such Pupil, or from the disease, or exposure, shall have passed away, as certified in writing by a Medical man.

14. *Effects of Expulsion.*—No Pupil shall be admitted to any High School who has been expelled from any School, unless by the written authority of the Inspector. (See Regulation Four of the Duties of Head Masters).

15. *Certificate on Leaving.*—Every Pupil entitled thereto shall, when he leaves, or removes from a School, receive a Certificate of good conduct and standing, in the form prescribed, if deserving of it.

IX. *Admission of Pupils to the High Schools.*

1. *Admission of Pupils.*—The School Law of 1871, Section 38, provides that "the County, City, or Town, Inspector of Schools, the Chairman of the High School Board and the Head Master of the High School, shall constitute a Board of Examiners for the Admission of Pupils to the High School, according to the Regulations and Programme of Examination provided according to Law; and it shall be the duty of the Inspector of High Schools to see that such Regulations are duly observed in the Admission of Pupils to the High Schools."

2. *The Subjects of Examination* for Admission to the High Schools or Collegiate Institutes, shall be the same as those prescribed for the first four Classes of the Public Schools, but for Pupils intended for the Classical Course, the entrance test in Arithmetic shall be the standard prescribed for the Third Class in the Public Schools, and the following subjects of the Fourth Class shall be omitted, videlicet:—Christian Morals, Animal Kingdom, and Elements of Chemistry and Botany.

3. *Uniform Standard of Admission.*—The standard of Admission to all the High Schools and Collegiate Institutes shall, as far as practicable, be uniform throughout the Province.

4. *Uniform Examination Questions.*—The Central Committee, (appointed by the Council of Public Instruction for the examination of Public School Teachers), shall prepare, from time to time, under the direction of the Council, Questions for the Examination of Pupils for Admission to the High Schools and Collegiate Institutes. It is intended, and is to be understood, that the use of the Questions prepared and printed under the direction of the Council of Public Instruction is recommendatory only. Where the Papers, so prepared, are not used, Questions shall be prepared and confidentially printed by the Local Board of Examiners, who shall have them sealed

up until the day of Examination. These Questions shall embrace all the subjects to the extent prescribed, and shall be of such a character as shall elicit a competent knowledge of those subjects.

5. *Papers to be sent to Local Inspector.*—The Examination Papers, so prepared, with the value assigned to each Question, and Directions from the Chief Superintendent of Education, are to be transmitted by the said Chief Superintendent to the Inspector of Public Schools of the City, Town, or County, (as the case may be).

6. *Numerical Value of Answers.*—The Central Committee will, on the margin of the Questions prepared by them, assign a numerical value to each Question, or part of a Question, according to their judgment of its relative importance. Where the Questions sent from the Department are not used, the Local Examiners shall, in like manner, asign values to those which they may prepare.

7. *Answers to reach a Minimum Value of Fifty per cent.*—In order that a Candidate may obtain Admission to the High School, or Collegiate Institute, the sum of his remarks must amount to at least fifty per cent. of the assigned value of the answers given in the margin of the Examination Questions. The Local Examiners shall give marks for the Answers to every Question in correspondence with the number assigned to the Question, and the completeness and accuracy of the Answers.

8. *Viva Voce and Special Examinations in Reading, etcetera.*—The Examination, except in Reading, shall be conducted on paper; but the Board of Examiners may subject the Candidates to additional *viva voce* examination in such subjects as they may think proper, of the result of which a record and report shall be made.

9. *Parents may decide as to whether Pupils shall go to the High School.*—Although Pupils are eligible for promotion from the Public to the High Schools, after passing a satisfactory examination in the subjects of the first four Classes of the former, it is at the option of the Parents, or Guardians of Pupils whether they shall enter the High School, or not, before they complete the whole Programme of Studies in the Public Schools, when they can enter an advanced Class in the High School.

10. *Duties of Inspectors.*—The Local Inspector shall be responsible to the Department for the safe keeping, unopened, of the Examination Papers, until the day of the Examination. He shall also, at the close of the examination of Candidates for Admission, submit the Answers of Candidates to the Local Board for examination and report. No Certificate of Admission shall be awarded to a Candidate until the High School Inspectors report to the Chief Superintendent of Education that, in their opinion, the Candidate has shown a competent knowledge of the subjects in which he was examined, as provided for in these Regulations.

11. *Regulations for Examinations.*—The presiding Inspector, or Examiner, must be punctual in distributing the Papers, and in directing the Candidates to sign their Papers at the close of the allotted time. No writing, other than the signature, should be permitted after the order to sign is given. The Candidates are required to be in their allotted places in the Room before the hour appointed for the commencement of the Examination. If a Candidate be not present until after the commencement of the Examinations, he cannot be allowed any additional time on account of such absence.

12. *No Information to Candidates.*—Each Examiner, by his consenting to act, binds himself in honour to give no information to Candidates, directly, or indirectly, by which the Examination of that Candidate might be affected.

13. *Time and Place of Examination.*—The Examination of Candidates for Admission to the High School, or Collegiate Institute, shall be held in such place as may be agreed upon by the Examiners, immediately after the Christmas and Summer Vacations, and at the beginning of the Autumn Term.

14. *Proceedings at each Examination.*—The Local Inspector, or one of his Colleagues, as appointed, shall preside at the opening of the Examination, and at nine

o'clock on the morning of the first day, in the presence of such of his Colleagues as may be there, and of the Candidates, the presiding Examiner shall break the Seal of the Package of Examination Papers received from the Department, or appointed for that Examination. He shall also break open the Seal of each additional packet of Examination Papers as required, in the presence of a Co-Examiner and of the Candidates. He shall further see that at least one Examiner is present during the whole time of the Examination, in each Room ocupied by the Candidates. The Local Board shall, if desirable, appoint one, or more, of its Members, (1), to preside at the Examination in any of the subjects named in the Programme; (2) to read and report upon the Answers as they are received.

15. *What Candidates shall do.*—The Candidates, in preparing their Answers will write only on one page of each sheet. They will also write their names on each sheet, and, having arranged their Papers in the order of the Questions, will fold them once across and write on the outside sheet their names. After the Papers are once handed in, the Examiners will not allow any alteration thereof, and the presiding Inspector is responsible for the subsequent safe keeping of the same, until he has sent them to the Education Department, or, (in the case of an Examiner), until he has handed them to the Local Inspector.

16. *Irregular Conduct to be Punished.*—In the event of a Candidate copying from another, or allowing another to copy from him, or taking into the Room any Book, Notes, or anything from which he might derive assistance in the Examination, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such Candidate at once to leave the Room; neither shall such Candidate be permitted to enter during the remaining part of the Examination, and his name shall be struck off the list. If, however, the evidence of such case be not clear at the time, or be obtained after the conclusion of the Examination, the Examiner shall report the case at a General Meeting of the Examiners, who shall reject the Candidate if they deem the evidence conclusive.

17. *Two Examiners to Act.*—In examining the Answers to Candidates, it is desirable that at least two Examiners should look over each Paper.

18. *Provisional Admission of Pupils.*—All Candidates passing a satisfactory Examination before the Local Board shall be entitled, on the report of the High School Inspectors, to receive from it a Certificate of eligibility for admission, so soon as the High School Inspectors shall have reported thereon, in accordance with Regulation Ten, but, in the meantime, the Local Board of Examiners shall have authority to admit provisionally thereto any Pupil who shall have passed satisfactorily to them the required Examination in the Questions, and under the Regulations and directions aforesaid.

19. *Admission of Candidates to be Approved.*—The attendance of Candidates at a High School, or Collegiate Institute, will not be credited in making the Apportionment to such School, or Institute, unless their admission be favourably reported upon by the High School Inspectors, as being agreeable to the Regulations; and no Pupil shall be continued in any High School, or Collegiate Institute, who shall not have been reported as having passed the approved preliminary Examination for Admission, as notified by the Chief Superintendent of Education.

20. *Report to the Chief Superintendent.*—The Local Inspector shall prepare a return, (in the form provided for that purpose), with respect to each Examination, and forward the same, together with the Answers of the Pupils, to the Chief Superintendent of Education, immediately after the Examination, in order that the same may be reported upon to the Chief Superintendent by the High School Inspectors. The Inspectors may, in such report, require from any Pupil further tests of proficiency in any subject of the prescribed Programme of Examinations, by *viva voce* Examination, or otherwise, at the next visitation of the School.

21. Where the Examination Papers sent out by the Department are not used, (as explained in Number Six of these Regulations), they are to be returned unopened, together with printed copies of those prepared and used by the Local Board of Examiners. The Answers are, in all cases, to be sent to the Education Department.

22. *Pupils admitted since August, 1873.*—There having been no Regulations, or Programme in force since August, 1872, as contemplated by Law, and great diversity having been found to exist in the number and extent of the subjects, in the character of the Questions, in the modes of Examination, and in the standards adopted by the Local Boards, the Council directs that Pupils admitted to the High Schools, or Collegiate Institutes, since August, 1872, shall be examined under the present Regulations, and their respective admissions be thereupon confirmed, or disallowed, as to their continuance in the School, as in the case of new Pupils.

23. Pupils entering the High Schools must take either the English, or Classical, Course of Studies.

24. Pupils shall be arranged in Classes corresponding to their respective degrees of proficiency. There may be two, or more, divisions in each Class, and each Pupil shall be advanced from one division, or class, to another, with reference to attainments, without hegard to time, according to the judgment of the Head Master; and, if any difference take place between the Parent, or Guardian, of a Pupil and the Head Master, in regard to the advancement of such Pupil, the Inspector of the High School shall decide.

25. No departure from the prescribed Programme is allowable. Where options are authorized, the permission must not be given to any Pupil without the recommendation of the Head Master and the sanction of the Board of Trustees.

26. Pupils who have been admitted to the High School and Collegiate Institutes must be taught those subjects of the first four Classes of the Public School Programme with which they are not acquainted.

27. *Stationery to be provided.*—The High School Board will provide the Stationery required for conducting the Examinations.

28. The High School Inspectors shall, at their visits to the Schools, or otherwise, ascertain and see that the foregoing Regulations have been duly and uniformly carried out.

29. The High School Inspectors will meet respecting the Admission of the Candidates on the receipt of the Local Reports at the Education Department after the Christmas and Midsummer Vacations, and at the beginning of the Autumn Term, and Pupils not then approved will not be reckoned in the Apportionment of the Grant for the then current half year.

X. *Subjects of Examination for the Admission of Pupils to High Schools and Collegiate Institutes.*

(Prescribed by the Council of Public Instruction on the 20th day of May, and approved by His Excellency the Lieutenant-Governor-in-Council, on the 2nd day of June, 1873).

The Subjects of Examination for Admission to the High Schools or Collegiate Institutes shall be the same as those prescribed for the first four Classes of the Public Schools, but for Pupils intended for the Classical Course, the entrance test in Arithmetic shall be the standard prescribed for the Third Class in the Public Schools, and the following subjects of the Fourth Class shall be omitted, videlicet:—Christian Morals, Animal Kingdom, and Elements of Chemistry and Botany.

EXTRACTS FROM THE PROGRAMME OF COURSE OF STUDY FOR PUBLIC SCHOOLS (to the Fourth Class).
N.B.—The Italics show the Subjects of Examination for entrance to the High Schools and Collegiate Institutes.

SUBJECT.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.
READING	First and Second Reading Books	Third Reading Book, to page 164.	Third Reading Book.	*Fourth Reading Book to page 244.*
SPELLING	First and Second Reading Books	Third Reading Book, to page 164, additional, and Spelling Book.	Third Reading Book, additional, and Spelling Book.	*Fourth Reading Book to page 244, additional, and Spelling Book.*
WRITING	Letters of Alphabet and Simple Words.	Simple words.	Capitals and Words, neatly and legibly.	*Neatly and legibly.*
ARITHMETIC	Arabic Notation to 1,000; Addition and Subtraction; Simple questions in Mental Arithmetic.	Arabic Notation to 1,000,000, and Roman Notation to Mental Arithmetical Tables; Simple Rules; Reduction; Simple questions in Mental Arithmetic.	**Arabic and Roman Notation to four periods; Compound Rules, Least Common Multiple and Greatest Common Measure; and Vulgar Fractions to Reduction inclusive; Mental Arithmetic.*	*†Principles Arabic and Roman Notation, Vulgar Fractions, Decimal Fractions, Simple Proportion with reasons of rules, Mental Arithmetic.*
GRAMMAR		Pointing out the Nouns, Verbs, Adjectives, Adverbs, Pronouns and Prepositions, on any page of Second Reader.	Parts of Speech, Gender, person, and number of Nouns; Comparison of Adjectives; Separating Simple Sentences into their two essential parts.	*Principal Grammatical Forms and Definitions; Analysis of Simple Sentences; Parsing Simple Sentences.*
COMPOSITION		Simple Sentences, orally and in Writing; Short descriptions of simple objects.	Simple sentences of any kind, orally or in writing; Short descriptions of simple objects.	*Simple and Complex Sentences orally or in writing; Grammatical changes of Construction; short Narrative or Description; Familiar Letters.*
GEOGRAPHY	Cardinal points of compass. Map definitions and Map Notations.	Definitions. Map of World generally. Maps of America and Ontario.	Map of Canada generally.	*Maps of Europe, Asia and Africa. Maps of Canada and Ontario.*
LINEAR DRAWING	On slates.	On slates.	On slates and Blackboard.	*Outline of Maps, Common Objects on paper.*

* Arithmetic Examination for entrance to Classical Course.

† Arithmetic Examination for entrance to English Course.

XI. *Explanatory Memoranda on the Programmes of Course of Study for the High Schools and Collegiate Institutes.*

1. The fundamental principle of our System of Public Instruction is, that every youth, before proceeding to the subjects of a higher English, or of a Classical, Education, shall first be grounded in the elementary subjects of a Public School Education. No Candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency, by passing a satisfactory examination in the subjects of the first four Classes of the Public School Programme.

2. The objects and duties of the High Schools are two-fold:—

First, commencing with Pupils who, (whether educated in either a Public, or Private School), are qualified as above, the High Schools are intended to complete a good English Education, by educating Pupils not only for Commercial, Manufacturing and Agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators, and various Public Offices in the service of the Country.

The Second object and duty of the High Schools, (commencing also with Pupils qualified as above), is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, etcetera, so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools.

NOTE. This Programme, being based upon the provision of the Consolidated High School Law of 1871, is the same as that printed on pages 110-113 of the Twenty-fourth Volume of this Documentary History, and is, therefore, not repeated here.

HIGH SCHOOLS.—LEGAL DECISION OF THE COURT OF COMMON PLEAS.—THE TRUSTEES OF THE PORT ROWAN HIGH SCHOOL *VERSUS* THE CORPORATION OF THE TOWNSHIP OF WALSINGHAM.

Digest of the Case. On an application for a Mandamus to compel a Municipal Corporation to provide $286.74 for a Board of School Trustees, they were described in the proceedings as "The Trustees of the Port Rowan High School." On the 1st of July, 1872, a demand was made on the Township Corporation, headed, "School Section, No. 12, Walsingham, Port Rowan, July 1st, 1872," and stating that the amount required was "for expenses of conducting High School;" and was signed "William Ross, Secretary and Treasurer of Port Rowan High School Board."

Held by the Court.—1. That the description of the Trustees was sufficient; for that although "The Trustees of the Port Rowan County High School" would appear to be more correct, yet by the Act, 34th Victoria, Chapter 33, did not in express terms give any corporate designation, and the Township Corporation by their action had shown that they fully understood the Body with whom they were dealing.

2. That the demand was sufficient, being signed by the Secretary and Treasurer, the Officer and organ of the Board, and having been recognized by the Resolution of the Township Council as the demand of the Board.

3. That it was not necessary to give the Estimates on which the sums required were based; there being a difference in this respect between the Grammar School and Common School Act.

4. That the purposes for which the money was stated to be required, videlicet, "For expenses of conducting High School," and "current expenses of High School," fell within the meaning of the words "maintenance and School Accommodation," used in the Statute.

ADMISSION OF HIGH SCHOOL PUPILS.—APPEAL AGAINST THE ORDER-IN-COUNCIL RESCINDING THE REGULATIONS.

I. The Chief Superintendent of Education to the Honourable Attorney-General Mowat.

As the Order-in-Council of August last suspended the Programme, and all the Regulations of the Council of Public Instruction, respecting High Schools, as well as those relating to the examination of Pupils for Admission to the High Schools, the High School System is virtually dissolved, and the visits of Inspectors to these Schools are no more, practically than those of any other educated men, except that they examine the Schools more carefully and communicate the results to this Department. But they have no power to do anything, as there are no Regulations, or Programme, in force, according to which they can act. Under these circumstances, I have felt myself precluded from submitting anything in relation to the High Schools.

This Order-in-Council has caused, and still causes, the virtual suspension of the System. The injury caused by that act of the Government may be averted, even if you desire not to legislate on the subject this Session, by passing another Order-in-Council to the effect, that the Programmes and Regulations of the Council of Public Instruction for the Organization and Government and Instruction of High Schools, the mode of Examination and Admission of Pupils, are hereby recognized as in operation and confirmed, and that the next ensuing Examinations for the Admission of Pupils shall include all Pupils that have been nominally admitted to the High Schools since last August.

Toronto, February 25th, 1873. Egerton Ryerson.

Note. After consultation with the Attorney General it was agreed that the General Regulations of the Council of Public Instruction in regard to High Schools should be revised, which was done, and these Revised Regulations were approved by Order-in-Council in June, 1873. Those relating to the Admission of Pupils of the High Schools came into effect, and were acted upon in October, 1873.

For the last two or three years the duty of admitting Pupils to the High Schools had been committed to local Boards of Examiners, each Board preparing its own set of Questions, and affixing values thereto. It soon became apparent that the standards set up were as various as the Boards themselves; that whilst, in some places, Pupils were compelled to exhibit a fair amount of preparatory knowledge, in others the Entrance Examination was nothing but a sham and a delusion. To remedy this, and establish uniformity, the Council of Public Instruction last year instructed the High School Inspectors to prepare a set of Questions upon each of the subjects appointed for the Entrance Examination, and at the same time issued minute directions for the conduct of the Examination to each Local Board. The Government, however, vetoed these Regulations on the ground that the Council, in passing them, was not administering the Law, but adding to it. At the same time the Government declared that the High School Inspectors had no right to supervise the work of the Local Boards. All check, therefore, upon the Admission of Pupils being thus removed, the demand for High School Education increased with astonishing rapidity, and in less than six months not fewer than 2,000 new Pupils were admitted to the High Schools. In one School in the west of the Province, which, for some time had been languishing with an attendance of about twenty Pupils, there was suddenly found to be an attendance of about two hundred. The secret of this haste to swell the attendance lay in the fact that the Legislative Grants in aid of the High Schools were based on average attendance

alone, no regard whatever being had to work done. A scheme has, however, been matured by the High School Inspectors for the Classification of the Schools according to work done, and the Inspectors now urge the adoption of a certain rate, per Pupil of average attendance, in the form of "payment by results," according to the class of the School, those of the First Class being paid at a higher rate than those of the Second, and so on. This scheme being equitable in itself, has worked well and has given great satisfaction.

INFERIOR QUALIFICATIONS OF CANDIDATES FOR ADMISSION TO THE HIGH SCHOOLS.

In order to show the great wrong which had been inflicted on the High Schools by the indiscriminate admission of Pupils to these Schools, after the Regulations for their admission had been cancelled by the Government in the previous August, I got the papers relating to the recent examination of Pupils for admission, and I carefully examined the High School Inspectors' Report on these recent Examinations for admission into the High Schools, and find that of twenty-seven Schools examined by them, they report that of 515 Pupils, they found that 350, or nearly three-fourths of them, were quite below the proper standard of admission,—some of them lamentably so, and not even capable of parsing a single word in a sentence! Considering that Pupils had been admitted to High Schools after studying little more than one-half of the Public School Curriculum, it will be seen that the standard is very low, indeed, quite too much so to allow Boys and Girls to pass in so loosely as the Inspectors report.

Formerly Pupils were not allowed to go into the High Schools until they had passed through the whole Public School Course. But, owing to the constant pressure brought to bear on the Council of Public Instruction, the Chief Superintendent, against his better judgment, consented to lower the standard to a point between the Third and Fourth, (out of the six), Classes of the Public School. But even with this inferior and reduced amount of Education required, the cry had been "reduce it still further," or "remove all supervision over the admission." The latter had been done, but with the sad results on the whole system, as reported by the Inspectors. The idea of guaranteeing at least $25 or $30 per Pupil, (of such a kind), and only eighty cents for them in the Public Schools must strike every one who considers the question as both unjust and indefensible.

CHAPTER XXI.

RETURN TO THE LEGISLATURE ON THE SELECTION OF A SITE FOR AN AGRICULTURAL COLLEGE FOR ONTARIO, 1873.

RETURN to an Address of the Legislative Assembly, to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before the House, copies of all Minutes and Orders-in-Council relating to the Agricultural College; the names of all Persons appointed to inspect the several proposed Sites for said College; the Instructions given such Persons, together with a Memorandum of the Expenses of such Persons; also, a copy of the Instructions given to Professor Mills, and his Report to the Government.

By Command,

TORONTO, 6th February, 1873. T. B. PARDEE, Secretary.

LETTER OF THE COMMISSIONER OF AGRICULTURE, AUTHORIZING THE REVEREND W. F. CLARKE TO VISIT AND REPORT ON AGRICULTURAL COLLEGES IN THE UNITED STATES.

Commission to the Reverend W. F. Clarke, Editor of the "Ontario Farmer."

You are hereby commissioned to visit the leading Agricultural Colleges of the United States, and report thereon to this Department, your Report to embrace, among other things, the following particulars:—

1. The establishment, cost and mode of sustaining such Colleges; with the Experimental, or Model, Farms attached; their management; the Course of Study pursued at them; the Professorships in them; the attendance of Students; the estimation in which these Institutions appear to be held in the United States; their practical working; the results of their operations, so far as can be ascertained; the Expense of their maintenance; and the extent to which by Fees, Manual Labour of Students, or otherwise, they are self-sustaining.

2. You are also commissioned to visit the United States Department of Agriculture at Washington, and ascertain by what methods it aims to promote the Farming interests.

On your return, you will, at your earliest convenience, embody the results of your Observations in a Report to this Department; and also submit an economical and practical Scheme for the establishment of an Agricultural College in this Province. You will also furnish this Department with any Suggestions your Tour may enable you to make, whereby its serviceableness to the Agriculture of this Province may be enhanced.

TORONTO, August 12th, 1869. JOHN CARLING, Commissioner of Agriculture.

REPORT OF REVEREND W. F. CLARKE ON AGRICULTURAL EDUCATION IN THE UNITED STATES TO THE HONOURABLE JOHN CARLING, COMMISSIONER OF AGRICULTURE.

I had the honour to receive from you some months since, a Commission to visit and report upon the state of, and facilities for, Agricultural Education in the United States.

In pursuance of the Instructions given me, I visited several of the more prominent Agricultural Colleges in the United States. It will hardly be necessary for me to give in detail the particulars of each such visit, inasmuch as the object of this Report is not historical, but practical. Among the Institutions visited by me, there are two, one at the East and the other at the West, which may be regarded as exemplary, if not model in their character, videlicet:—those of Massachusetts and Michigan. Some account of these two Colleges will probably suffice for the ends to be accomplished by this Report.

It may, however, be premised, that the Agricultural Colleges of the United States, are indebted, some for their very existence, and all for their efficiency, to that Act of Congress passed in 1862, by which a munificent Land Grant was made to every State in the Union for the permanent endowment of such Institutions. The purpose of this Donation is thus stated by the Originator of the Bill making the Grant:—

"To establish at least one College in every State, upon a sure and perpetual foundation, acceptable to all, but especially to the sons of toil; where all the needful Sciences for the practical avocations of life shall be taught; where neither the higher graces of classical studies, nor the military drill our Country now so highly appreciated will be ignored, and where Agriculture, the foundation of all present and future prosperity, may look for troops of earnest friends, studying its familiar and recondite economies, and at last elevating it to that higher level, where it may fearlessly invite comparison with the most advanced standards of the world."

Under this Act, each State became entitled to a quantity of Public Land, equal to 30,000 Acres for each of its Senators and Representatives in Congress, under the

Census of 1860. It was provided that this Land should be sold to the best advantage under the supervision of each State, and the proceeds invested as a perpetual Endowment in safe Stocks, yielding at least five per cent. per annum. The Massachusetts Agricultural College owes its existence to the National Land Grant; that of Michigan was already in prosperous operation when the Land Grant was made, but has, of course, received a considerable impetus from that wise and patriotic Act of Congressional Legislation.

The Massachusetts Agricultural College at Amherst.

The quota of Land allowed to Massachusetts was 360,000 Acres. The State Legislature was prompt to accept the Grant, and proceeded at once to consider the best mode of appropriating it. A most important and much debated question in regard to Agricultural Education, was, videlicet:—Whether the object can be best promoted by making Agriculture one of the many subjects taught in a general College, or by having a College specially devoted to it, was thoroughly discussed by the ablest Scholars, Farmers and Politicians of the State. The Governor strongly urged in his Message of January, 1863, the bestowal of the Land Grant upon Harvard University, or rather upon those noble scientific Institutions which are affiliated with that University. But, in spite of the conceded advantages of existing Professorships in branches of Study required to be taught in a Course of Agriculture, and of means of instruction and illustration in large Libraries and costly Apparatus, the Massachusetts Legislature decided to establish a separate Institution as an Agricultural College, and, after deducting one-tenth of the avails of the Land Grant for the purpose of buying a Farm, as empowered to do by the Congressional Act, they appropriated two-thirds of the Fund to the contemplated new College, and the remaining one-third to the Institute of Technology, in Boston. The location of the proposed Agricultural College was left in the hands of the Trustees, and a proviso in the Act required that $75,000 should be raised by voluntary subscription for the erection of Buildings. This amount having been pledged by the Town of Amherst, and an eligible Site and Farm of 383 Acres having been secured in that Town, at a cost of $41,000, the Agricultural College of the State was located there, and opened for the reception of Students in the Autumn of 1867. At the date of my visit the Institution had received the following moneys:—From the general United States Government, $168,000; from the Town of Amherst, $75,000; from the State of Massachusetts, $120,000; and from different individuals, $25,000; amounting in all to the sum of $388,000. This has been applied to the purchase of a Model and Experimental Farm, as above mentioned, the erection of Buildings, and various miscellaneous outlays for Apparatus, etcetera. There are Dormitory, Boarding, Class and Lecture-room accommodation for one hundred and ten Students. Two Students occupy a Suite of Rooms, having a Study in common and a Bed-room and Closet for each. There are seven Dwelling-houses, two Brick Dormitory Buildings, a large Edifice called the "College Hall," a Botanic Museum, and beautiful Plant-house, a spacious Model Barn and Outbuildings. A further expenditure of about $100,000 is considered requisite to complete projected Buildings, and provide Furnishings, Fittings, Books and Apparatus. This additional outlay would increase the capacity of the Institution so as to accommodate two hundred Students. The Faculty of the College consists of a President, who is also Professor of Botany and Horticulture; a Professor of Agriculture; a Professor of Military Science; a Professor of Mathematics and Physics; a Professor of Chemistry; a Professor of Modern Languages; together with sundry Instructors and Lecturers on a variety of special branches of Study. Two classes of Students are contemplated in the Course of Instruction which is provided, videlicet:—"Those who wish to obtain a thorough Literary, Scientific and Business Education, qualifying them to act well their part, not only as Farmers and Gardeners, but also as citizens and men; and those whose circumstances, or wishes, induce them to seek a more limited and practical Course of Instruction, with particular reference

to Farming as a profession." The regular Course of Study occupies four years, and those who complete it receive the Degree of B.S., (Bachelor of Science). The Farm Superintendent gives daily instruction in the best methods of Practical Agriculture. Every Student is required to labour two hours on alternate days, as a College exercise. For this no pay is given, but for all extra labour Students are paid at the rate of 12½ cents per hour. Thus far more than half the Students have voluntarily worked, more or less, for wages, as a means of reducing the cost of attendance at College. The expenses are as follows:—Tuition, $12 per Term; Room Rent, $5 per Term; incidental expenses, $1 per Term; Boarding, $3.50 per week; Washing, 50 cents per dozen; expenses of Chemical Laboratory to Students of Practical Chemistry $5 per Term; public and private damages, including Chemical Apparatus, at cost; total expenses, inclusive of Fuel and Books, about $250 per annum. The last Report of the Trustees of the College, holds it out as an inducement to Students that, with the Manual Labour facilities provided, a young man of good talents, who is healthy and willing to work, can obtain a superior Education at this Institution for $100 per annum, in addition to what he can earn on the Premises. Most of the Agricultural Societies in the State have assumed the responsibility of paying the Term bills of one or more Students, the amount per annum of each being $54. These Agricultural Society Scholarships are offered for competition, and the Candidates passing the most creditable examination become entitled to them. By this means, and the Manual Labour arrangement, a Scholarship Student is at an outlay of not more than about $50 per annum. It speaks well for the reputation of this College, that it has been well filled with Students ever since its opening in October, 1867, and that they have been chiefly Farmers' Sons who have been in attendance. No one is admitted at a younger age than fifteen, and thus far the Students have averaged eighteen years of age. Nearly all have been Full Course Students. This College is considered to have been remarkably successful. The State Legislature and wealthy Agriculturists deem it worthy of liberal appropriations and benefactions; and, while it is too young to point with pride and triumph to any distinct marks of moulding power and usefulness, as having been put forth on the Agriculture of the State as yet, it is confidently believed that it will be able to do so at no very distant day. The total cost of its maintenance, inclusive of the Farm, is about $20,000 per annum, of which Term Bills, Farm Produce, etcetera, pay about one half, leaving about $10,000 per annum to be provided for out of the Endowment Fund. The Course of Studies pursued at the Massachusetts Agricultural College is as follows:—

COURSE OF STUDY AND INSTRUCTION, MASSACHUSETTS AGRICULTURAL COLLEGE.

FRESHMAN YEAR.—*First Term.*—Algebra, Human Anatomy and Physiology, Chemical Physics.

Second Term.—Geometry, French, Chemistry.

Third Term.—Geometry, French, Botany.

Lectures upon Hygiene, Chemistry, Botany and Agriculture; and exercises in Orthography, Elocution and English Composition during the year.

SOPHOMORE YEAR.—*First Term.*—German, Agriculture, Commercial Arithmetic and Book-keeping.

Second Term.—German, Trigonometry, Analytical Chemistry, with Laboratory practice.

Third Term.—Mensuration, Surveying, Analytical Chemistry, Zoology, Drawing.

Lectures upon Comparative Anatomy; Diseases of Domestic Animals; Organic Chemistry; Dairy Farming, and Market Gardening; and Exercises in English Composition and Declamation during the year.

JUNIOR YEAR.—*First Term.*—French, or German, Agricultural Chemistry, with practice in the Laboratory and the Field, Drawing.

Second Term.—Physics, Rhetoric, Horticulture.

Third Term.—Astronomy, Systematic Botany, History of the United States.

Lectures upon Physics, Mineralogy, the Cultivation of the Vine, of the Fruit and Forest Trees, and Useful and Injurious Insects; and Exercises in English Composition and Debate, during the year.

SENIOR YEAR.—*First Term.*—Intellectual Philosophy, History, Physical Geography.

Second Term.—Moral Philosophy, Political Geography, the Civil Polity of Massachusetts and the United States.

Third Term.—Geology, Engineering, Political Economy.

Lectures upon Stock Farming, Architecture, Landscape Gardening, Geology, and English Literature; and Exercises in Original Declamation and Debate, during the year.

Exercises in Gymnastics, Military Tactics, and the various operations of the Farm and Garden, throughout the Course.

THE MICHIGAN AGRICULTURAL COLLEGE, NEAR LANSING.

I proceed now to give a brief account of the Michigan Agricultural College, and without at all disparaging the Institution already described, or any other, I am constrained to award the palm of superiority to it for the practical good sense, wise economy, determined energy, and encouraging success, which have characterized its arrangement and history. In many respects it is especially worthy of being made a study by those who are anxious to establish on a sound basis, and without extravagant outlay, an Agricultural College in a new and rising Country.

In the year 1855, the Michigan Legislature made an appropriation of Forty thousand dollars, for the establishment of a State Agricultural School. A tract of Land, three miles east of Lansing, the State Capital, was purchased. It consisted of 676 Acres of heavily timbered Land, and was nearly in a state of nature at the time of purchase. A Site for the necessary Buildings was chosen, and a beautiful natural Park was formed by wisely leaving here and there suitable Trees, already well grown and firmly established in the soil; an example of what every Farmer in a new Country might do, but for that wholesale and indiscriminate Tree slaughter, which the Settler appears to regard as his first and most imperative duty. Artificial planting, with fifty years of growth, would not have embellished the Grounds of this College more richly than they have been by a judicious disposition of the original occupants of the soil. A College Building, 100 feet by 50, and a Boarding House of nearly equal size, each three stories high, and of brick, were at once erected, and the Institution was formally opened with appropriate services, on the 13th day of May, 1857, in the presence of the Governor, a goodly representation of State Officials, and a large concourse of citizens from various parts of the State. A central Building, somewhat ornamental in style, but planned with a view to obtaining the most accommodation with the least outlay, has since been erected.

This Institution, as already stated, was in an effective condition at the time that the great National Land Grant was made. It then became possessed of 240,000 Acres of Land, all located within the State of Michigan, and with a minimum price of $2.50 per Acre fixed by Law. In addition to this munificent Endowment, the State Legislature vested in the College the ownership of about 6,000 Acres of Swamp Land, considered to be worth at least $30,000, and in increasing value. As yet the Lands donated by Congress remain unsold, and thus far the support of the College has come from the State. But, the possession of these Lands has inspired the friends of the Institution with great enthusiasm, and produced an important moral effect by certain prospect of ample means to provide for the operating of the College in all time to come. From the very outset this Institution appears to have gone on prosperously, and without any serious drawback. During the past year the number of Students was eighty-two, representing twenty-six Counties of the State. Of this number, sixty-two were Sons of Farmers. Three hundred and fifty Acres of the Farm are now cleared, and in great

part freed from stumps. Roads, Fences and Bridges have been built, and a large amount of grading and ditching done. It is a peculiarity of this College that by Legislative enactment, it is required "That three hours each day shall be devoted by every Student to labour upon the Farm, and no Person shall be exempt, except for physical disability." This requirement of labour is made, not only because it is remunerative to the Students, but because it is educational, and calculated, at a period when tastes and habits are formed, to induce a love of work, and sympathy with the working classes. It is found that, as a matter of fact, Students who pursue a College Course without labour, rarely engage in industrial pursuits, and it has been urged as an objection against Agricultural Colleges, that they will tend to divert their Pupils from the actual work-a-day life of the Farm, to professional pursuits. Special pains are taken, therefore, at the Michigan Agricultural College, to render Labour honourable and attractive. The Officers of the Institution work with the Students, or personally superintend their work. The Professors of Agriculture and Horticulture, the Foreman of the Farm and Garden, and the Foreman of the Greenhouse are always out with the Students during their work, while the Professor of Chemistry and other Officers often are so. It is aimed to connect the Labour and Studies of Students as far as possible. Lectures are sometimes given in the Fields and Stock-yards, and the principles learned from Class Books are, as frequently and fully as can be done, illustrated in the Workshop, on the Farm, and in the Garden. After a thorough trial of its merits, the Trustees and Faculty of the Institution cling very tenaciously to the Manual Labour feature of the College, and regard it is intimately connected with its prosperity and usefulness. That the system of Labour pursued here has proved a success is undeniable, while it is equally certain that in some other Institutions it has proved a failure. The reasons for this difference, as given by the friends of the Michigan Agricultural College, are these:—That requiring all Students, without exception, to labour, effectually prevents the springing up of caste among them, while participation in actual Work by the Officers of the Institution themselves does much to make Labour appear respectable and inviting to the young men. That there is much force in these considerations no thoughtful mind can deny.

The requirements for admission to this College are thus fixed by Law:—"No Student shall be admitted to the Institution who is not fifteen years of age, and who does not pass a satisfactory examination in Arithmetic, Geography, Grammar, Reading, Spelling and Penmanship." The Law also says:—"The College shall be a high Seminary of Learning, in which the Graduate of the Common School can commence, pursue and finish a Course of Study." The chief objects contemplated by the College are these:—1st. To impart a knowledge of Science, and its application to the Arts of life. Especially are those Sciences taught which relate to Agriculture and kindred Arts, such as Chemistry, Botany, Zoology and Animal Physiology. 2nd. To prosecute Experiments for the promotion of Agriculture. In this important respect very valuable services have already been rendered. 3rd. To afford the means of a general education to the Farming Class.

Tuition is free to all Students from the State of Michigan. Outsiders are charged Twenty dollars per annum. Board and washing are provided at the College Boarding Hall at cost, which was, during the past year, $3.25 per week for Board, and forty-two cents per dozen for Washing. A charge of 6.50 per year is made for incidentals. Room Rent is four dollars a year. The Rooms are furnished with Bedsteads and Stoves; what else is requisite, the Students must provide for themselves. The Terms are so arranged as to give a long Winter Vacation, affording Students an opportunity for teaching. What is thus earned, in addition to the wages received for labour on the Farm during the Term, will, if he be industrious and economical, enable the Student to defray a large proportion of his College Expenses. The annual cost of the Institution is rather more than $10,000, and as Tuition is free, nearly all this amount must be provided either by Legislative appropriation, or from the proceeds of the Endowment. There is already much pleasing evidence of the usefulness of this College and of its high and

growing appreciation by the Farmers of Michigan. A good proportion of its Graduates are engaged in Practical Agriculture. Four of its Graduates have become Professors in Agricultural Colleges. Its influence is very perceptible upon the surrounding Farm region. At present the Faculty of Instruction consists of a President, who is also a Professor of Mental Philosophy and Logic; a Professor of Animal Physiology and Practical Agriculture, who is also a Superintendent on the Farm; a Professor of Chemistry; a Professor of Botany and Horticulture, who is also Superintendent of the Gardens; and a Professor of English Literature. The Course of Instruction is as follows, occupying, when fully taken, four years, but suitable Persons may be received for a less time to pursue a Special Course of Study.

The Primary Course of Instruction is practically the same as in other Agricultural Schools and Colleges, including Declamations and Compositions throughout the entire course.

Particular attention is called to the Course of Study as here laid down. It is believed to be sufficient to impart thorough mental discipline and such information as is required by the general Student. Its peculiar feature is the prominence given to Physical Sciences. Botany, Chemistry, and Animal Physiology are pursued from one, to two, years each. Practical Agriculture, Horticulture, Stock-breeding, Entomology and Meteorology are prominent features of the Course.

It is believed that Students who complete the Course will be qualified to follow Agricultural pursuits with intelligence and success; or should some other profession seem more congenial, they will have the discipline and scientific acquirements that will enable them to pursue with profit the studies preparatory to entering it.

As Text Books are liable to be changed, Students are advised not to purchase Books in advance, without consulting Officers of the College.

SELECT COURSE OF INSTRUCTION IN DEPARTMENTS OF THE MICHIGAN COLLEGE.

Persons of suitable age and acquirements, who desire to pursue one or other of the branches of Study more closely related to Agriculture, such as Chemistry, Botany, Animal Physiology, etcetera), may be received for a less time than is requisite for the full course.

As affording evidence of the comprehensive and exhaustive character of the teaching at this College, I subjoin the Programme of Topics, published by the Trustees of the Institution. It is an admirable synopsis of what requires to be taught in a School of Agriculture.

Elementary Chemistry.—The primary forces,—Heat, Light, Electricity, Magnetism, etcetera; Chemical affinity and Laws of Chemical combination; Elementary Substances,—their history, properties, combinations and uses; Application of Chemistry to the Arts and Manufactures; Organic Chemistry. In the study of Elementary Chemistry, the facts and principles of the Science are illustrated by experiments.

Lectures.—Public Lectures, by Members of the Faculty in rotation, are given to the Students in a body. These Lectures are delivered every Wednesday afternoon not occupied by public rhetoricals of the juniors and seniors. Up to this date the subject matter of these Lectures has been as follows:—President Abbot, on how to use the Eye; Professor Miles, on how to construct the Farm House, and how to construct Farm Buildings; Professor Kedzie, on the Chemistry of Projectiles and Gunnery, and on the Spectroscope; Professor Prentiss, on Motion in Plants; Secretary Howard, on Permanent Pastures; Professor Fairchild, on the Reflex influence of School-keeping; Professor Cook, on the Honey Bee; and Instructor Tracy, on how to beautify the House and its surroundings.

Labour.—Each Student, not exempt for physical disability, is required to labour three hours a day on the Farm, or in the Garden. The number of hours may be increased to four, or diminished to two and a half. Some compensation, (see means of defraying expenses), is allowed; but the Labour is regarded as an essential part of

the Educational System of the College, and is performed with special reference to illustrating and applying the Instructions of the Lecture Room. Students are not employed in those kinds of work only in which they may be most proficient, but, as the work is classified, each is made acquainted with all the operations of Farming and Gardening. The Sophomore Class Work the entire year is under the direction of the Professor of Horticulture. The juniors spend the year under the direction of the Professor of Practical Agriculture. The other Classes alternate between the Farm and the Gardens.

Means of Illustration to be Used in the College.

1. A Farm of 676 Acres, of which about 300 are under cultivation.
2. Botanical Gardens of Trees, Shrubs and Herbaceous Plants, and a commodious Greenhouse.
3. Vegetable Gardens, small Fruit Garden, Apple Orchard, general Lawn and Grounds.
4. Galloway, Ayrshire, Devon and Short Horn Cattle; Essex, Berkshire, Suffolk and Chester, White Swine; Southdown, Cotswold, Spanish Merino and Black-faced Highland Sheep.
5. Chemical Laboratory and Apparatus.
6. Philosophical and Mathematical Apparatus.
7. A Museum of Animals and Minerals.
8. The Cooley Herbarium,—a very valuable collection of Plants.
9. Museum of Vegetable Products.
10. Library and Reading Room.
11. Buildings, Workshops, Tools, etcetera.

THE AGRICULTURAL DEPARTMENT AT WASHINGTON.

In accordance with your instructions, I visited the United States Department of Agriculture at Washington. The Commissioner, Honourable Horace Capron, being absent on a tour in the Southern States at the time of my visit, the Chief Clerk, Mr. McLain, and the Entomologist, Mr. Townsend Glover, did all in their power to promote the objects of my visit, and showed me much attention. I found that the Department had but recently become established in a spacious and beautiful five-story Edifice newly built for its occupancy, and that the Grounds and surroundings were under process of laying out and being improved. Additional Buildings were under construction, especially a most extensive glass Conservatory, in which it is intended to test and propagate every description of new Plant, whether useful, or ornamental.

The Chief business of the Department at Washington, as at present conducted, appears to be to collect and diffuse useful information in regard to Agriculture and Horticulture. Correspondence is had with all parts of the Country, and investigation is kept up of European records of Experimental Science, the transactions of Agricultural and kindred Societies, and Official Bulletins and Publications. The matter thus collected is condensed, arranged, tabulated, and the gist of it embodied in a Monthly Report. There is not, as I had been led to suppose, a net-work of remunerated agencies all over the Country, for supplying Crop Statistics and Reports, but the Department depends upon unpaid correspondents, who furnish information voluntarily and gratuitously. As might be expected, the work is done irregularly and imperfectly; so that only approximate Returns can, at any time, be given. As with ourselves, the need is felt of some systematic and trustworthy mode of collecting facts, especially during the Seeding, Growing, and Harvesting seasons. A yearly Volume of great value is published by the Department, which embodies, in a permanent form, the results of the enquiries and investigations pursued from time to time, and is particularly useful from its furnishing information as to the best methods of Cultivation, and the newest improvements in the manipulation and management of matters pertaining to the Farm

and Garden. These Volumes, as thus far issued, are in themselves a most varied, comprehensive, and instructive Library of Agriculture and Horticulture.

The Washington Department has under its supervision a Chemical division, which is constantly engaged in the examination of Minerals, Ores, Earths, Products from various Manufactures, special investigations in Technical branches of Industry, and analysis of Field Products. A recent work undertaken by this division, has been the Chemical Analysis of average samples of the Cereal Crops collected from all parts of the United States and Territories, with a view of determining their relative richness in food elements. A thoroughly furnished Laboratory and every appliance of modern art and science, enable the Department to pursue investigations and try experiments which no individual society, or Institution could successfully prosecute. A Mineralogical Cabinet has been commenced in connection with this division, which already contains a large number of choice specimens.

The Entomological division, under the care of Professor Glover, is in a state of great efficiency. I know of no Insect Collection comparable with that which has been brought together by the labours of the Gentleman just named, who united with high competency as an Entomologist, rare skill as an Artist, and can not only set up the actual Insect specimen in the very best manner, but produce life-like illustrations of it, doing with his own hand the work of both draughtsman and engraver. The ravages of Insects have of late years entailed immense losses upon Agriculturists and Horticulturists, and it is impossible to overestimate the importance of the service rendered by this division of the Department to the interest of the Farm and Garden. Professor Glover carries on an extensive scientific correspondence with Entomologists in various parts of the world, and it was with no small pride and pleasure that I learned from him, that his most valued and useful correspondent was a Canadian amateur, Mr. William Saunders, of London, Ontario. A Museum of Natural History, native and foreign Vegetable and Flower specimens, and Seeds is an adjunct of this division.

The distribution of Seeds and Plants is another method by which the Department seeks to promote the farming interests under its supervision. During the year 1868, no fewer than 592,398 packages and papers were distributed, including 32,127 sacks of Winter Wheat, specially imported to furnish the Country with a change of seed. This extensive distribution was made through the following channels:—Members of Congress, 223,672 packages; Agricultural and Horticultural Societies, 98,861; Statistical Correspondents, 86,391; individuals on application, 183,474; total, 592,398.

The investigation of diseases among Farm Stock has been by no means the least important service rendered by the Department to American Agriculture. On the breaking out of the Texan fever among Cattle, the Commissioner promptly engaged the services of Professor John Gamgee, of the Albert Veterinary College of London, England, to investigate its character, causes, and means of prevention and cure. The speedy and effectual check put upon the virulent malady, is largely to be attributed to the energetic and thorough manner in which it was dealt with by the Department.

Lastly, I may mention the Experimental Garden, under the care of Mr. Saunders, which, although only five acres in extent, is marvellously comprehensive and varied in its contents. Here new Vegetables, Flowers, ornamental Plants, Shrubs and Fruits, are carefully grown and thoroughly tested, under the eye of one of the most intelligent, skilful, and experienced Horticulturists of the age. Among many other new aspirants to favour in the world of Horticulture, I was pleased to find here specimens of Plants of the new hybrid Grapes and Raspberries originated by Mr. Charles Arnold, of Paris, Ontario, and to hear from Mr. Saunders very flattering and hopeful opinions in regard to them.

The Department finds itself cramped in every direction by want of means to render itself widely and thoroughly useful. In the United States, as here, the farming interest is not sufficiently represented in the halls of legislation to secure that attention to the great foundation source of a nation's strength and wealth, which its intrinsic

importance demands and deserves. There is reason to hope, however, that this evil is, all the world over, in process of cure.

It is almost needless to repeat here what has been already so explicitly urged in the foregoing Report, with regard to the desirableness and importance of establishing a Provincial Agricultural College, and making it part of a graded System of Public Instruction in the various branches of knowledge essential to Scientific Farm Management. I sincerely hope that some well-considered scheme of this sort may speedily commend itself to the Government and Legislature of Ontario.

Finally, among other methods of rendering service to the Agricultural interest, I think your Department would do well to employ an able Lecturer to visit all parts of the Country, address Meetings of Farmers, promote the organization of Farmers' Clubs, rouse attention to the necessity of improved methods of Agriculture and urge the importance of a higher standard of mental culture, and a general uplifting of that noblest and yet most despised of human pursuits,—Life on a Farm. I do not at this time enter into argument in support of the suggestions I venture to throw out; to do so would unreasonably protract this Report; but I hold myself in readiness to supplement this Report by way of appendix, evidence, quotation of authorities, and array of facts, as may hereafter be found needful, or expedient. I regret that this Commission did not fall into abler hands, but "if I have done slenderly or ineffectively, it is that which I could attain unto;" if I have appeared on any point dogmatic, I beg that it may be attributed to warmth of interest in a favourite pursuit; and respectfully submiting all to your official consideration and judgment.

GUELPH, June 8th, 1870. WM. F. CLARKE, Commissioner.

SUGGESTION AS TO ESTABLISHMENT OF AN AGRICULTURAL COLLEGE FOR ONTARIO.

Letter to the Provincial Secretary of the Reverend W. F. Clarke, relating to the Farm and College.

I avail myself of your kind permission to reduce to writing the substance of some representations lately made by me to you, in reference to the projected Ontario Agricultural College. I do this the more gladly, because I fervently hope that now, at length, this more important public enterprise will be undertaken. Too long have we been behind the States of the adjacent Republic, in providing for educating our young farmers for an avocation, the intelligent and successful prosecution of which necessarily underlies our prosperity and wealth. It is high time that we should be able to point to a well-managed and flourishing College of Agriculture, as proof that our Rulers have a wise care and regard for the fundamental interest of our Country.

Foremost among the points to which I earnestly desire to direct your attention, and that of your Colleagues in the Government, are the important questions of location and Site. In regard to the former, I can only reiterate the views I expressed in my Report addressed to the late Commissioner of Agriculture, under date of June 8th, 1870, and published as an Appendix to the Commissioner's Report for that year.

In fulfilling that part of my Commission, which enjoins it upon me to "submit an economical and practical scheme for the establishment of an Agricultural College in this Province," I feel no small degree of hesitation and diffidence, in view of the magnitude of such an undertaking, and the difficulties which beset it. Besides personally visiting and inspecting several of these Institutions in the United States, I have, since I had the honour to receive a Commission from you to report on this subject, made it my business to "read up" in regard to it, and attentively consider the various discussions, plans and experiments which may be said to form the history and literature of Agricultural Education. I find a remarkable unanimity of opinion among the leading Agriculturists of the world, as to the importance of special training for the business of Farming, and no less that it is the duty of the State to provide such training.

There is also a very decided preponderance of opinion, that such training must be provided for by the establishment of Agricultural Colleges, distinct from Colleges and Universities of a general Literary and Scientific character. I do not know of an instance in which a Chair of Agriculture connected with a general Institution of learning has been successful in drawing around it any large body of Students, or exerting any appreciable influence upon the Agricultural interest of a community, or Country. As with the Professorship of Agriculture in our own Provincial University, although filled by one of the ablest Agriculturists of the age, the one word "failure" gives the history of all such arrangements. Agriculture is overshadowed by other Studies; Farming is elbowed out by other professions; Agricultural Students feel themselves of an inferior grade to those who are studying for the Legal, Medical, or Clerical professions, and operated on by a variety of unfavourable influences, the Agricultural Class in a general College, or University, is invariably a dwindling and unsuccessful affair. It would seem as a matter of theory, that a School of Agriculture affiliated with our noble Provincial University, and profiting by its existing facilities for pursuing such studies as, although pertaining to a general literary course, are also cognate and necessary to an Agricultural Course, ought to prosper and be widely useful; but stubborn facts refuse to sustain the theory, and prove beyond successful dispute that to teach Agriculture effectively there must be a separate College for the purpose, with a Model, or Experimental, Farm attached, where the Students can be taught the practice as well as the principles of Agriculture, and where, without sacrifice of respectability, or loss of caste, they can doff the gown and trencher, put on the smock-frock, and handle the Hay-fork, or the Hoe in the actual manipulations of Farm work. This is just as needful in a process of Agricultural training, as it is that Medical Students should have Hospital practice, or that Students of Law and Divinity should have exercise in Elocution and Public Speaking. I would, therefore, very strongly urge, that, if anything be attempted in the way of any Agricultural College for Ontario, as I fervently trust there will, no design be entertained to connect it in any way with the University of Toronto, or any other existing Institution of learning, or indeed to locate it in Toronto, or any other leading City of the Province, but, "that choice be made of some Country Town of sufficient size to furnish Society, Market and Business facilities; that the place chosen be the centre of some such wealthy Agricultural region, as there is no lack of such in our magnificent Province; and that there, where it can exert an influence peculiarly its own, mould the surrounding public sentiment to respect for the dignity of Labour, and be strong in the esteem of an advanced Agricultural population, it pursue that beneficent and useful career which, I feel sure, were it established wisely and well, under such circumstances, would be predestinated for it."

I come next to the question of Site. In conversation with the late Minister of Agriculture and others on this point, I strongly urged these four requisites to a suitable choice. Firstly, a plot of Land comprising all varieties of Soil, so that useful experiments might be conducted for the general good. Secondly, a high and if possible undulating stretch of ground, affording opportunity for laying out the Estate tastefully, and giving a commanding position for the College Buildings. Thirdly, an unfailing supply of running water. Last, but not least, a healthful neighbourhood.

Before I conclude, I beg leave to make a few general suggestions. It seems to me very desirable that in the Estimates ere long to be submitted to Parliament, an item for maintenance of the Agricultural College should be comprehended. No large sum will be required, but enough ought to be provided to admit of the appointment of President and Farm Manager being soon made, and to supply the requisite means for the preliminary expenses those Officers must incur. The President should be able to relieve the Minister of Agriculture of the multitudinous details that will require attention before the Institution can be put in operation, while it is only fair that he should have a part in the arrangements over which he has to preside, and for whose efficiency he will be responsible. He will require time to prepare his own Course of Lectures, for, I take it the Chief Officer should act in the capacity of Professor in some depart-

ment. To secure the greatest efficiency of the Institution, its Presiding Officer should visit similar Colleges to inspect Apparatus, that he may make choice of the best; to investigate Courses of Study and Modes of Teaching, that the most approved may be adopted; to enquire into conditions of success and causes of failure; and in general to qualify himself as thoroughly as possible for his post of duty. In addition to all this, which will consume some time, the President would require to take steps to awaken interest in the College, among those from whose families the Students are to come. It is only a few of our more intelligent and enterprising Farmers who appreciate the need and value of such an Institution, or will be disposed to send their Sons to it. It is desirable that all parts of the Province should be made to feel that the College is theirs, and that representative young men should be got from every Section, who, on completing their Studies, will go forth as missionaries of Scientific Agriculture to their several neighbourhoods. I can think of no better plan whereby this needful preparatory work is to be done than by the holding of Agricultural Conventions, like the County Educational Conventions held by the Chief Superintendent of Education in the interest of our Common School System. Each County, either by Statute enjoining it, or by representations memorializing it, should establish one, or more, Scholarships in the projected College, to be competed for by the young men of the County, who being Senior Pupils in the Common Schools, and having studied the First Lessons in Agriculture now taught in them, would emulate each other in the endeavour to obtain such useful Prizes. Thus a select class of Students would be secured, a portion of the expense of maintenance provided by the Municipalities, and a wide-spread interest awakened and kept up in the subject of Agricultural Education. Besides attending and addressing such County Meetings the President should make large use of the Press in expounding the objects of the College, and commending it to the support of the Country. His early appointment alone can secure all this in time to make it morally certain that the Institution will open with a full supply of Students, and under auspices of encouragement and vigour.

On the supposition that either the Farm already purchased, or a better one, will be available before Spring, it is needful that some preliminary plan of work be adopted, and a Manager, or Superintendent, put in charge. By whom he is to be appointed, or to what individual, or body, of Officers, he is to be amenable, are matters of detail, into which I forbear entering.

This Communication has necessarily been written amid the pressure of many other duties. Earnestly hoping that it may have some little influence in shaping the history and promoting the success of the projected College.

Guelph, February, 1872. Wm. F .Clarke.

THE REVEREND W. F. CLARKE'S REPORT ON FARMS AT GUELPH.

The Reverend W. F. Clarke to the Commissioner of Agriculture.

I beg to report that, in accordance with your desire, I have instituted very thorough inquiry as to property contiguous to the Town of Guelph, suitable for the Site of an Agricultural College, and have succeeded in obtaining a binding offer, good for twenty days, of about 400 Acres in one block, at $24,000, or $60 per Acre.

This piece of Land adjoins the North Ward of the Town, indeed some 30 Acres of it are within the corporation limits; it is close to two of our most important macadamized Roads, and fulfils all the requisites for an Experimental, or Model, Farm; being composed of choice and varied Soil, in an excellent state of cultivation. It is very beautiful for situation, having an undulating surface, and comprising a most commanding Site for Public Buildings; it is well watered, being bounded on the west by the north branch of the River Speed; and is undeniably one of the healthiest spots in the world. There are two substantial Farmsteads on the property; one consisting of a beautiful Stone Residence with ample Barns, the other not so valuable, but still

commodious enough for a Farmer's Family. The place is well fenced, a large portion of the outer Fence being of Cedar posts and boards. About 50 Acres are partially wooded, say about half as thickly as in a state of nature. Possession of the Estate can be had at once, except a portion which is rented as a Race Course, and the lease of which at $200 per annum, has about a year to run.

I am confident that every Person competent to form an unbiased judgment will pronounce the property everyway fit for the Site of an Agricultural College, and I am also quite certain that among the many desirable properties adjacent to the Town of Guelph, the one of which I submit an offer, has no superior, if indeed it has an equal.

I may add that my enquiries have been made through a third party, that neither he nor those whom he has approached have had any knowledge of the purpose for which the Land was wanted, and that as compared with the figures at which other properties contiguous to Guelph are held, the Estate offered is remarkably cheap.

Trusting that this Report will prove satisfactory.

GUELPH, 13th February, 1872. WILLIAM F. CLARKE.

NOTE. The Farm at Guelph having been purchased by the Government, the President of the Agricultural Association referred to it as follows:—

AN AGRICULTURAL COLLEGE FOR ONTARIO.

In the Address of the President of the Provincial Agricultural Association, the following reference is made to the new Agricultural College for Ontario:—

"It is proper to direct your attention specially to the proposed Agricultural College and Model Farm. During the present year the Ontario Government have purchased the Farm of Mr. Stone, near Guelph, for the purpose. It is one of the best Farms in the Province, and in every respect admirably fitted for the Institution. It is pleasing to be assured that it will be soon opened for the reception of Students. In Ontario we need an Institution in which teaching the Science and Practice of Agriculture is the leading feature. We have tried the same experiment which has been so often tried elsewhere, with invariably the same result, that is, we have tried to unite an Agricultural School with a literary Institution, (The Toronto University), on the theory that an Agricultural Student should combine a Literary Course with an Agricultural one; the result has been failure. The literary has over-shadowed and extinguished the other. The general has overpowered the special. Notwithstanding the teaching of an able Professor in our own University College this has been the result. The same thing is the case at Cornell University. A large Endowment was given to New York for an Agricultural College, and that was ceded to Cornell, and an Agricultural Faculty was established, but as part of a great Literary Institution, and the result has been that in a University Roll of several hundreds the Students in a given time number less than twenty. We propose that our Farmers' Sons shall receive that kind of training which has a special reference to the profession of Agriculture; in other words, that as in the case of other professions, they shall be trained for their own profession, taught Scientific and Practical Agriculture, and that they shall also be taught to feel that the profession of Agriculture is a noble pursuit, a pursuit first in importance to the world, and largely free from temptations to vice, and very favourable to the practice of virtue. The Ontario Government have secured the valuable services, as Principal, of Professor McCandlers, formerly of Glasnevin, Ireland, and lately of Cornell University. Under his auspices we hope to have a prosperous career for our Ontario Agricultural College and Model Farm. To the Farmers of Ontario this Institution belongs, and they ought to give it their confidence and extensive patronage.

"The Government and Parliament are supplying these valuable privileges,—see to it that your Sons take advantage of them."

THE NECESSITY OF A PRACTICAL EDUCATION FOR FARMERS.

At a recent Meeting of the Farmers' Club of Markham Township, Mr. John Gibson, the President, discussed the question of "Education as applied to Rural Districts." The question of so establishing a Model Farm and Agricultural College was also discussed.

Captain H. P. Crosby, M.P.P., understood that the question for discussion to-day included all branches of education, that immediately affected the education of Farmers' Sons, which would include the Model Farm and Agricultural College, and also the High Schools. The question was simply which was the best system to educate Farmers' Sons to make Farmers, and to make Farming a profession. He believed that Farmers should have Colleges established for the sole benefit of educating their Sons to follow Farming, as well as others to have Colleges to educate their Sons for Doctors, Lawyers, Ministers, and Mechanics, or Merchants. There were Colleges established in Canada for the education of all the professions, and he hoped that Farming would be elevated to a profession, that Farmers' Sons might become proud of the calling, and they be induced to stick to it as a profession; then instead of its being considered an inferior calling, it would be one of the very noblest of professions. The Farmers were the bone and sinew of the Country, and should demand their inalienable rights. They should have the means to educate their Sons to represent their own constituencies in the Legislative halls, and be prepared to fill all the places of public trust in rural constituencies. The better people were educated the better citizens they became, and there was no class of the population of Canada that were more entitled to a higher education that Farmers' Sons. The Press throughout the land advocated it, and the majority of the people demanded it, hence the Sandfield Macdonald Government had established the Agricultural College and Model Farm, and the present Government were carrying through the measure begun by them, and he hoped that soon the Curriculum would be such as would give those attending a thorough knowledge of Scientific Farming. Many Farmers' Sons at present felt that the calling of a Farmer was undignified, and too frequently sought to get education enough to get behind the Counter, into a Warehouse, or some other business. This was a great mistake. Just see the number of failures that occur in these classes, as only about one in fifty succeeded. Educate our Sons to believe that Farming is one of the noblest callings, as it is, and many that would otherwise despise it will become proud of it, and stick to it as a profession. An Agricultural College, with Degrees to confer and honours to be won, will have that tendency. If, as was anticipated, only a few of the many received the advantages to be derived from this College, they would exercise a wonderful influence in the neighbourhood in which they located. Some would follow their example, others would try to excel the College Farmer, and a spirit of emulation would be created and could not fail to be beneficial. Competition was healthy and good. Our Ploughing Matches and Agricultural Fairs had a tendency to foster this spirit of emulation, and had proved a blessing to the Country. Old Country Farmers coming in and introducing their system of Farming, had proved a great blessing, by setting good examples, and Scientific Farming would still increase the profits of Farming, and elevate it to a profession. So soon as Farming became popular, we would find men going into it and following it, and becoming successful. He did not think the Agricultural College and Model Farm would be so much used as a Stock Farm, but more for educating, in testing Seeds, Manures, and treatment of Soils, Farm Engineering, Draining, etcetera. There are so many good Farmers in the business of breeding and importing of Stock, and doing it successfully, that the Government would not interfere with them, as they had already proved a blessing to their Country and to themselves. As with other Educational Institutions, when established, this College and Farm would develop the branches the most desirable to be taught, and the discussions produced would draw public attention to Farm Education, and thus prove beneficial in that way. It would also keep pace with the times, as our Common Schools have done. The system of teaching and the Text Books have been greatly improved within the past few years. The High School was only a link between the Common Schools and Colleges, but a very necessary one, and should be nourished and supported rather than crippled by the County Council.

Captain Milne said, when he proposed this question for discussion, seconded by the Honourable David Reesor, he thought it one of great importance to the Farmers, and a very proper subject to be discussed by this Club. He had long felt that our Sons

were not receiving at our High Schools an education of practical utility to Farmers. Other branches of industry, or professions, required a preliminary study, and he thought such a course fully as desirable to learn Farming as in any other business. Retired Merchants, or Manufacturers, frequently in after life, go to farming, and many fancied that any person could run a Farm, or a Country Newspaper. It was a mistake. As he had before stated, Farmers required a practical education. He would prefer to see Doctor Ryerson's Agricultural Chemistry taught in the Common and High Schools. It should not only be taught in the Schools, but was worthy of a place in every Farmer's Library, and he regretted that it was not more generally read and studied by Farmers. Alderman Mechi, Horace Greeley, and others, had written works on Farming, but they were either too expensive, or too theoretical, for general application and use. This little Book contained all the information required in a preliminary education, and would prove much more useful than the Classics to Farmers' Sons.

The President said that he had never approved of the establishment of an Agricultural College and Model Farm; he could not see that it would be of much advantage to the Farmers' Sons. The High School was an educational institution that was adapted to the requirements of Farmers' children, and he approved of the introduction as a Study, of Doctor Ryerson's Agricultural Chemistry, instead of the dead languages. One year at the College would be useless to learn farming. Boys should be taught the elementary branches in the High Schools. Farmers' Sons can get a good and useful education in rural districts, surrounded by home restraints and home influences. He thought it was useless to expend $50,000 to establish this College and Model Farm. The High Schools were more beneficial to Farmers, and should be encouraged; the Trustees were not fairly dealth with; they were appointed by the County Council, and empowered to employ efficient Teachers, etcetera, and their Districts made so small that it was impossible to raise the necessary Funds. He could not blame Councillors for trying to keep down extravagance, but could not see that any good would be derived from the passing of the By-law to make Villages only High School Districts. Let the High Schools be well managed, and they would prove more beneficial than any Agricultural College. If the Government would legislate more for the maintenance of High Schools, and less for Agricultural Colleges, in which rich men's Sons were to be educated, and the poor Farmer taxed to pay for it, their educational policy, he thought, would give more general satisfaction.

Mr. Crosby contended that the Farmers were as much, or more, entitled to proper Educational Institutions than any other class in Canada. Colleges were established for educating and conferring Degrees on Mechanics, Lawyers, Doctors, Ministers and Professors, and why should not Farming be elevated to a Science? He could not see that young men would be more likely to learn vicious and indolent habits at an Agricultural College than any similar Institution. He did think that one year spent in attending Lectures delivered by Professors, with Laboratories to demonstrate, would have a beneficial influence on the Agricultural Education of Farmers' Sons. It would be to the High School what the High School is now to the Common School.

Mr. Milliken said he had not given much attention to the Agricultural College and Model Farm question; he, however, had met Americans who lived adjacent to similar Institutions who pronounced them failures. Mr. Hicks, who formerly lived in Canada, and now lived in Ohio, told him that their western Agricultural Schools were not as beneficial as was anticipated. It might be because their Professors were not efficient. He thought that the study of Agricultural Chemistry might be very useful to Farmers: but a knowledge of the quality of the Soil, the best Seed to use, and the right time to put it in, could best be practically taught on the Farm. He thought Farmers' Sons. intended for Farmers, could get all the education they required at our Common Schools.

CHAPTER XXII.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO PUBLIC SCHOOLS IN ONTARIO, FOR 1873.

CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN AND VILLAGE MUNICIPALITY IN THE PROVINCE OF ONTARIO.

I have the honour to transmit herewith a certified copy of the Apportionment for the current year, of the Legislative School Grant to each City, Town, Village and Township in Ontario.

The basis of Apportionment to the several Municipalities for this year is the population as enumerated in the census of 1871. The total amount available for Apportionment is $20,000 more than last year, and in addition to the increased amount available on the basis of population, those Townships in which there are feeble Schools and a sparse population have been specially considered in the Apportionment by means of the poor School Grant.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Public and Separate Schools therein, according to the average attendance of Pupils of both classes of Schools during last year as reported and certified by the Trustees.

The Grants will be paid by the Honourable the Provincial Treasurer on the Certificate of the Chief Superintendent. These Certificates will be issued on or about 30th June, in favour of those Municipalities which have sent in duly audited School Accounts and Inspectors' Reports to this Office.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the Land.

TORONTO, June, 1873. EGERTON RYERSON.

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1873.

Cities.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Hamilton	2,998 00	622 00	3,620 00
Kingston	1,162 00	519 00	1,681 00
London	1,848 00	296 00	2,144 00
Ottawa	1,363 00	1,557 00	2,920 00
Toronto	5,230 00	2,371 00	7,601 00
	$12,601 00	$5,365 00	$17,966 00
Towns.			
Amherstburgh	116 00	146 00	262 00
Barrie	460 00	.....	460 00
Belleville	752 00	242 00	994 00
Berlin	327 00	45 00	372 00
Bothwell	135 00	.....	135 00
Bowmanville	405 00	.....	405 00
Brampton	283 00	.....	283 00
Brantford	973 00	126 00	1,099 00
Brockville	461 00	227 00	688 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1873.—*Continued.*

Towns.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Chatham	657 00	138 00	795 00
Clifton	152 00	66 00	218 00
Cobourg	602 00	76 00	678 00
Collingwood	383 00	.....	383 00
Cornwall	194 00	81 00	275 00
Dundas	292 00	133 00	425 00
Durham	134 00	.....	134 00
Galt	518 00	.....	518 00
Goderich	536 00	.....	536 00
Guelph	757 00	175 00	932 00
Ingersoll	462 00	82 00	544 00
Lindsay	322 00	226 00	548 00
Milton	126 00	.....	126 00
Napanee	402 00	.....	402 00
Niagara	152 00	65 00	217 00
Oakville	151 00	77 00	228 00
Orangeville	199 00	.....	199 00
Owen Sound	455 00	.....	455 00
Paris	294 00	63 00	357 00
Perth	254 00	68 00	322 00
Peterborough	436 00	188 00	624 00
Picton	251 00	69 00	320 00
Port Hope	693 00	.....	693 00
Prescott	217 00	137 00	354 00
Sandwich	158 00	.....	158 00
Sarnia	328 00	69 00	397 00
St. Catharines	678 00	388 00	1,066 00
St. Mary's	357 00	66 00	423 00
St. Thomas	297 00	.....	297 00
Simcoe	250 00	.....	250 00
Stratford	471 00	113 00	584 00
Strathroy	438 00	.....	438 00
Tilsonburgh	217 00	.....	217 00
Walkerton	149 00	.....	149 00
Whitby	329 00	42 00	371 00
Windsor	576 00	.....	576 00
Woodstock	539 00	.....	539 00
	$17,338 00	$3,108 00	$20,446 00
Villages.			
Almonte	282 00	.....	282 00
Arnprior	232 00	.....	232 00
Arthur	63 00	43 00	106 00
Ashburnham	166 00	.....	166 00
Aurora	154 00	.....	154 00
Aylmer	120 00	.....	120 00
Bath	82 00	.....	82 00
Bradford	154 00	.....	154 00
Brighton	184 00	.....	184 00
Brussels	106 00	.....	106 00
Caledonia	170 00	.....	170 00
Carleton Place	165 00	.....	165 00
Cayuga	110 00	.....	110 00
Chippawa	125 00	.....	125 00
Clinton	274 00	.....	274 00
Colborne	113 00	.....	113 00
Dresden	139 00	.....	139 00
Dunnville	198 00	.....	198 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1873.—*Continued.*

Villages.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Elora	169 00	37 00	206 00
Embro	65 00		65 00
Exeter	140 00		140 00
Fergus	201 00	24 00	225 00
Forest	149 00		149 00
Fort Erie	114 00		114 00
Gananoque	275 00		275 00
Garden Island	103 00		103 00
Georgetown	175 00		175 00
Hawkesbury	226 00		226 00
Hespeler	108 00		108 00
Holland Landing	87 00		87 00
Iroquois	105 00		105 00
Kemptville	120 00		120 00
Kincardine	261 00		261 00
Lanark	101 00		101 00
Listowel	133 00		133 00
Lucan	127 00		127 00
Merrickville	126 00		126 00
Millpoint	119 00		119 00
Mitchell	244 00		244 00
Morrisburgh	159 00		159 00
Mount Forest	174 00	13 00	187 00
Newburgh	113 00		113 00
Newbury	107 00		107 00
Newcastle	150 00		150 00
New Edinburgh	82 00		82 00
New Hamburgh	138 00		138 00
Newmarket	184 00	55 00	239 00
Oil Springs	76 00		76 00
Orillia	178 00		178 00
Oshawa	322 00	110 00	432 00
Parkhill	177 00		177 00
Pembroke	204 00		204 00
Petrolia	358 00		358 00
Portsmouth	147 00	85 00	232 00
Port Colborne	69 00	63 00	132 00
Port Dalhousie	84 00	64 00	148 00
Port Perry	238 00		238 00
Preston	192 00		192 00
Renfrew	91 00	28 00	119 00
Richmond	65 00		65 00
Richmond Hill	106 00		106 00
Seaforth	187 00		187 00
Smith's Falls	158 00		158 00
Southampton	118 00		118 00
Stirling	106 00		106 00
Streetsville	83 00		83 00
Thorold	122 00	98 00	220 00
Trenton	161 00	81 00	242 00
Uxbridge	203 00		203 00
Vienna	82 00		82 00
Wardsville	76 00		76 00
Waterloo	235 00		235 00
Welland	153 00		153 00
Wellington	74 00		74 00
Yorkville	299 00		299 00
	$11,456 00	$701 00	$12,157 00

SUMMARY OF APPORTIONMENT TO COUNTIES, 1873.

Counties.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
1 Glengarry	2,622 00	158 00	2,780 00
2 Stormont	2,297 00	.....	2,297 00
3 Dundas	2,282 00	.....	2,282 00
4 Prescott	1,926 00	238 00	2,164 00
5 Russell	1,178 00	.....	1,178 00
6 Carleton	4,031 00	240 00	4,271 00
7 Grenville	2,432 00	34 00	2,466 00
8 Leeds	3,798 00	20 00	3,818 00
9 Lanark	3,571 00	.....	3,571 00
10 Renfrew	3,806 00	116 00	3,922 00
11 Frontenac	3,864 00	139 00	4,003 00
12 Addington	2,168 00	86 00	2,254 00
13 Lennox	1,003 00	.....	1,003 00
14 Prince Edward	2,365 00	.....	2,365 00
15 Hastings	5,567 00	.....	5,567 00
16 Northumberland	4,456 00	98 00	4,554 00
17 Durham	3,811 00	.....	3,811 00
18 Peterborough	4,032 00	86 00	4,118 00
19 Victoria	4,566 00	.....	4,566 00
20 Ontario	5,009 00	.....	5,009 00
21 York	7,012 00	218 00	7,230 00
22 Peel	3,138 00	18 00	3,156 00
23 Simcoe	7,967 00	81 00	8,048 00
24 Halton	2,540 00	.....	2,540 00
25 Wentworth	3,704 00	55 00	3,759 00
26 Brant	2,562 00	.....	2,562 00
27 Lincoln	2,519 00	55 00	2,574 00
28 Welland	2,499 00	29 00	2,528 00
29 Haldimand	2,855 00	37 00	2,892 00
30 Norfolk	3,866 00	50 00	3,916 00
31 Oxford	5,169 00	.....	5,169 00
32 Waterloo	3,759 00	154 00	3,913 00
33 Wellington	6,467 00	259 00	6,726 00
34 Grey	7,484 00	186 00	7,670 00
35 Perth	4,842 00	80 00	4,922 00
36 Huron	7,631 00	98 00	7,729 00
37 Bruce	6,125 00	38 00	6,163 00
38 Middlesex	7,978 00	148 00	8,126 00
39 Elgin	4,063 00	.....	4,063 00
40 Kent	4,254 00	176 00	4,430 00
41 Lambton	4,195 00	95 00	4,290 00
42 Essex	3,325 00	89 00	3,414 00
District of—			
Nipissing	242 00	.....	242 00
Muskoka	256 00	.....	256 00
Parry Sound	206 00	.....	206 00
Manitoulin	272 00	.....	272 00
Algoma	678 00	.....	678 00
	$170,392 00	$3,081 00	$173,473 00

GRAND TOTALS.

	$ c.	$ c.	$ c.
Counties and Districts	170,392 00	3,081 00	173,473 00
Cities	12,601 00	5,365 00	17,966 00
Towns	17,338 00	3,108 00	20,446 00
Villages	11,456 00	701 00	12,157 00
	$211,787 00	$12,255 00	$224,042 00

CHAPTER XXIII.

IMPROVED SCHOOL HOUSE ACCOMMODATION, 1873.

NOTE. Although the School Law of former years provided for School Room Accommodation in each School House, yet, as a matter of fact, Trustees were content to build School Houses of such a capacity, as only to contain a single school room of the ordinary size, without special reference to provision for light, air and ventilation. The School Law of 1871, in order to give definite form to the action of the Trustees in regard to this matter, prescribed that they "Shall provide 'Adequate Accommodation' for all the children of school age (*i.e.*, between the ages of five and twenty-one years,) resident in their School Division (*i.e.*, City, Town, Village or Section), and that no School Section shall be formed which shall contain less than fifty children between the ages of five and [twenty-one] years, unless the area of such Section shall contain more than four square miles." What this "Adequate Accommodation" shall include is fully set forth on page 226 of the Twenty-third Volume of this Documentary History. (See also Number Six of the accompanying "School Trustees' Private Duties." See also page 186 of the Twenty-fourth Volume.

Although the Law and Regulations are very explicit on this subject, yet in many School Sections the School House has been allowed to remain in the same state for fifteen, or twenty, years and longer, often on a bare, open space, or on the Road-side unenclosed, without a Tree, or Shrub, near by to shade it, or any provision being made by the Trustees for the convenience, or health of the Pupils, or even for their observance of the decencies of life. The Legislature has wisely decided that this state of things shall not continue, but that, as soon as possible, a remedy shall be applied, where necessary. A reasonable time has been allowed to Trustees in all cases to set things right; so that Inspectors will now, we trust, not fail to urge upon Trustees the necessity of complying, as soon as possible, with the provisions of the new Law and Regulations on this subject.

In order that Trustees may be enabled to carry out the Regulations and Instructions in regard to this matter, the following information on the subject has been prepared, so as to aid them in doing so:—

ENGLISH HINTS ON PLANNING A SCHOOL HOUSE.†

Before a School Room is planned,—and the observation applies equally to alterations in the internal fittings of an existing School Room,—the number of children who are likely to occupy it; the number of classes into which they ought to be grouped; whether the School should be "mixed," or the Boys and Girls taught in different Rooms; are points that require to be carefully considered and determined, in order that the arrangements of the School may be designed accordingly.

Every Class, when in operation, requires a separate Teacher, be it only a Monitor acting for the hour. Without some such provision it is impossible to keep all the children in a School actively employed at the same time.

* In July, 1872, the Government so far limited the operation of the Regulation of the Council of Public Instruction, in regard to School Room Accommodation, as practically to set them aside. Subsequently the Attorney General so far modified his views on the subject to allow them to take effect. See pages 194-198 of the preceding Volume of this History.

†On page 186 of the preceding Volume of this Documentary History, will be found these English "Hints" *in extenso*. In this place, I have added a few additional practical ones for the information of School Trustees.

1. The Common School Room should be planned and fitted to realize, as nearly as may be, the combined advantages of isolation and of superintendence, without destroying its use for such purposes as may require a large apartment. The best shape is an oblong. Groups of Benches and Desks should be arranged along one of the walls. Each group should be divided from the adjacent group, or groups, by an alley in which a light curtain can be drawn forward or back. Each Class, when seated in a group of Desks can thus be isolated on its sides from the rest of the School, its Teachers standing in front of it, where the vacant floor allows him to place his Easel for the suspension of Diagrams and the use of the Black-board, or to draw out the children occasionally from their Desks and to instruct them standing, for the sake of relief by change of position. The Seats at the Desks and the vacant floor in front of each group are both needed, and should therefore be allowed for in calculating the space requisite for each Class.

2. The Doors in School Rooms for children must be so placed as to allow the whole of one side of the School Room being left free for the groups of Benches and Desks.

3. There must be no opening wider than an ordinary doorway between an Infants' and any other School Room, as it is necessary to stop the sound of the infant teaching.

4. An Infant School should always be in the ground floor and if exceeding 80 children in number, should have two galleries of unequal size, and a small group of Benches and Desks for the occasional use of the elder Infants.

No Infant Gallery should hold more than 80 or 90 Infants.

5. The width of a Boys', or Girls', School Room must not exceed twenty feet. The width of an Infant School Room need not be so restricted.

6. The Class Rooms should never be passage-rooms from one part of the Building to another, nor from the School Rooms to the Play-ground, or Yard.

7. The Class Rooms should be on the same level as the School Room.

8. The Class Rooms should be fitted up with a Gallery placed at right angles with the Window.

9. Framed wood partitions are not allowed between School Rooms and Class Rooms. They must be separated by lath and plaster partition or a wall to keep out the sound from the adjoining room.

10. Infants should never be taught in the same Room with older children, as the noise and the training of the Infants disturbs and injuriously affect the discipline and instruction of the older children.

11. The Windows should be of glass set in wood or iron casements. Lead lights and diamond panes are not desirable.

12. The Sills of the Windows should be placed not less than four feet above the floor.

13. A large portion of each Window should be made to open.

14. The Doors and Passages from the School Room to the outside Privies must be separate for the two sexes. So must also be the Privies themselves. If they cannot be constructed entirely apart from each other, there should be between them a dust-bin, or other sufficient obstacle to sound as well as sight.

PLAN FOR REMODELLING THE OLD-STYLE SCHOOL HOUSES.

The following description of changes to be made according to accompanying plan, as well as the plan itself, from Mr. Richard A. Waite, Architect, of Buffalo:—

Remove the partition walls of Recitation Rooms, and part of the rear wall of building, in first, second, and third stories, as shown on proposed plan, making the rear of building the front of School Room.

On first floor, retain the present Hat and Cloak Rooms, but instead of entering from it into School Room, enter from the Hat and Cloke Rooms.

On second floor, the Recitation Room in front of the building to be converted into Hat and Cloak Room, which is an actual necessity on this floor, making a room four and a half times as large as present cubby over stairs. Continue the stairs from second to

third floor, making two exits from each floor, instead of, as at present, three exits from first floor, and only one from third floor.

On a line with the columns in centre of present School Room, form a partition ceiling up to the heights of the back of Seats, and hanging sliding Black-boards, with sash above same. On a line with present rear wall of School Room, form a partition of sliding sash doors; half way between same and front wall of School Room form same, dividing each floor into five grade-rooms, one 13 feet by 45 feet 6 inches, and four 20 feet by 24 feet. By sliding the Black-boards up, and sliding the partition sash doors to side walls, the five rooms are converted into one large one.

Evils of Over-Crowded Schools.

One of the evils in our Educational System is the over-crowding of Schools. Seventy, or eighty, children are frequently put into a Room which could accommodate only half the number comfortably, and here they are confined six hours each day for the entire Term. The considerations which should induce a different arrangement are many and practical. Let us look at some of them.

1. *Health.*—Many, nay most, of the primal laws of Physiology are daily violated; fresh Air cannot be supplied in sufficient quantities for so many beings; the limbs of the Scholars are cramped into unnatural positions, and the amount of animal heat evolved is both uncomfortable and unhealthy. It is true some rugged constitutions may pass through with little injury, but think of the frail ones! In many instances the seeds of disease are sown in School, and a life of suffering is the consequence.

2. *Cleanliness.*—The Mother's parting injunction in the morning usually is, "Now, keep your clothes clean." In a closely-crowded School House,—not too clean in itself.—it is difficult to do so.

Hygiene in School and School Habits.*

The Visitor to an average Primary School can hardly fail to notice the violation of certain very plain rules of health, by both Teacher and Pupils. The air.—especially near the close of the day, when it sometimes becomes almost pestilential,—indicates a sad lack of Ventilation and much uncleanliness of person and clothing. The dietetic habits of the children will inevitably attract attention. They eat before School, at recess, after School, sometimes during School hours.—eat pies, doughnuts, fried meat, and other heavy, indigestible food, sure to ruin the health early, or late.

Effects of Vitiated Air in School Houses.

Sad revelations have been made in New York City in regard to the vitiated atmosphere of a large proportion of the Public Schools. What is true there is true elsewhere and in Canada. The results of Official inspection seem amply to justify this alarm. In several School Rooms the Air has yielded to analysis nine times the allowable amount of carbonic acid, to which must be added the accompanying and deadly organic impurities which cannot so easily be measured. The lack of any efficient means of Ventilation, and the over-crowding of the Rooms, have occasioned this impure air.

This should be a timely reminder to us to look to the ventilation of our School Houses. There are too many of them disease-traps, into which we force our children. In very many of our School Rooms no pretence is made of any ventilating Apparatus except the Windows which are worse than useless. But even when with the best intentions, ventilating flues are provided, these are generally utterly inefficient. This has been often proved; and re-affirmed, after careful trials, in the late New York official Reports. In connection with every flue there must be artificial appliances for compelling the air to rise. Only two kinds of appliances are known:—Revolving turrets

* See some practical Remarks on this subject by Doctor Sangster on page 291 of the Twenty-Fourth Volume of this Documentary History.

or similar mechanical contrivances at the top of the flue,—or some slight heating arrangement at its bottom, to warm and rarefy the air. A very simple and absolutely successful plan it to conduct a small pipe through the main ventilating flue, which shall act as a draught-pipe, to a small stove in the basement, as only the slightest increase of temperature is needed to start the current. Let our School Trustees look to this matter; now that they force children into our Schools, we are doubly responsible for the air we furnish them.

CHAPTER XXIV.

POWERS, DUTIES, AND RESPONSIBILITIES OF PUBLIC SCHOOL TRUSTEES IN RURAL SECTIONS.*

I. The Necessary or Discretionary Powers of School Trustees.

1. To take possession and have sole custody of all Public School property, moveable Property, Moneys, etcetera.

2. To obtain a legal title to their Schools Premises, as provided by Law.

3. To do whatever they may judge expedient in regard to the Building, etcetera, of the School House, Appendages, Play-ground, Enclosures, Lands, and moveable Property.

4. To have the sole authority to appoint and fix the amount of the Salary of all male and female Teachers appointed by them.

5. To appoint a School Collector.

6. To establish, if they judge expedient, (with the consent of the County Inspector), a male and female School in their Section.

7. To provide a Teacher's Residence.

8. To raise all Moneys, in the manner authorized by the Annual School Meeting, No Meeting can lawfully decide what amount the Trustees shall raise, but only the manner in which they shall do it. Should a Meeting neglect, or refuse, to decide upon the manner of raising the sums required, the Trustees can exercise their own discretion as to which mode they will adopt.

9. To apply, if they judge expedient, to the Municipality of their Township, once a year before the August Meeting, (except in case of a Site and Buildings), to raise any School rate authorized by the inhabitants; and to compel the Council to collect it, by *mandamus* from one of the Superior Courts, should the Council refuse to do so.

10. To exempt all indigent persons from Section School rates.

11. To sue Non-residents for School Rates. School taxes on Absentees must, however, be collected as pointed out in Section One hundred and twenty-seven of the Consolidated School Act. In case the Township Council should refuse to pay these Taxes (duly returned to the Clerk), the Trustees can enter an action, in any competent Court, against the Township Council for the amount.

12. To call a special School Meeting for any lawful School purpose.

13. To unite their School with the adjacent High School.

14. To resign the office of Trustee, with the consent in writing of their Colleagues and of the Inspector.

15. To decline re-election for four years next after going out of office.

16. To apply to County Council against act of Township Council in altering the boundaries of the School Section.

N.B.—No School Meeting of their constituents can deprive Trustees of any of these powers, or prevent their exercise.

* From these Regulations, in regard to the Duties of School Trustees (especially those relating to their "Positive Duties") it will be seen what the Law requires the School Trustees to do in regard to providing adequate School Accommodation for all the Children resident in their School Section.

II. School Trustees' Positive Duties.

1. To call the Annual School Meeting, and also a special one in case of any difference in regard to the School Site, death, or removal of Trustee, etcetera.

2. To prosecute all illegal Voters at School Meetings.

3. To make a declaration of Office within two weeks after notice of election as Trustees.

4. To see that their School is furnished with a Trustees' Book, a Visitors' Book, a Teacher's Register, and a *Journal of Education*. These two latter are furnished without cost. The two former must be purchased at the expense of the Section.

5. To employ, (and to pay School Moneys to) none but, legally qualified Teachers.

6. To provide suitable School Accommodation for all the Pupils in their Section, as defined in Regulation 9 of the "Duties of Trustees."

7. To permit all Pupils between the ages of five and twenty-one years, on whose behalf School rates are paid, and who observe the Rules, to attend their Schools.

8. To visit the School and see that it is properly conducted; that no unauthorized Books are used; that all the Pupils are supplied with proper Text Books; that the Library is available to the inhabitants, and that it is properly managed.

9. To exercise all the corporate powers vested in them, for the fulfilment of all Agreements, Contracts, etcetera, and to maintain a School in their Section during the year.

10. To transmit their half-yearly Returns and their yearly Reports to the Inspector, and also to submit their yearly report to the Annual Meeting of their constituents.

11. To affix their Corporate Seal to all Contracts, Agreements, Deeds, etcetera, under their hand.

12. To appoint and take proper security from the Secretary-Treasurer and School Collector.

13. To make a Return to the Municipal Clerk of all Rates imposed by them.

14. To make no Contract with any Member of the School Corporation, except for School Site, or as Collector.

15. To transact no School business except at a Trustee Meeting of which each Member of the Corporation has had due notice.

16. To appoint a School Auditor before the 1st of December in each year, and lay before the Auditors all necessary information.

17. To comply with the Award of the Arbitrations arising between themselves and other parties, under the School Law.

18. To call School Meetings, when desired by the Ratepayers to decide the question of School Site.

19. To establish a free Public School Library, as required by Law and Regulation 21, of the "Duties of Trustees."

Education Returns for the House of Assembly.

The following Educational Returns were asked for by the House of Assembly during the present Session:—

Mr. Clarke, (Wellington)—A Return of the number of children attending the Public and High Schools of Ontario from 30th of June, 1871, to 30th of June, 1872; and of those attending Private Schools in so far as the same can be ascertained from the Annual School Returns; and of the number of children of School age in Ontario as reported in the Annual Returns of 1871.

The Honourable E. B. Wood—That the Chief Superintendent of Education do with all convenient despatch, lay before the House a Return stating concisely:—

1. The date of the Establishment of the Normal and Model Schools in this Province.

2. The total outlay on Capital Account in respect of the said Schools including the purchase of Lands and every expenditure strictly chargeable to Capital Account

3. The Annual Outlay since the establishing of the said Schools, including staff of Teachers, Superintendence, maintenance and every expenditure not charged to Capital Account.

4. The names of the Persons in each year with their places of residence who have received instruction at the Normal School with the view of fitting themselves for teaching in this Province, and the average number of them who have made and are still making teaching their profession, and how many of such Teachers are now teaching in the Province, and in what Counties they are now teaching.

5. The average cost to the Country, including interest at six per cent. on the said Capital outlay, for the training of each Teacher who has made teaching in this Province a permanent occupation.

Mr. S. C. Wood—Return of copies of all Correspondence between any Member of the Executive Council of this Province, the Council of Public Instruction, the Chief Superintendent of Education, or other Member of the Council, since the passing of the Act, 35th Victoria, Chapter 30, "making temporary provision as to the Regulations of the Council of Public Instruction," and since the date of the last Return from the Education Department.

Mr. S. C. Wood—Return for a copy of the Regulations of the Council of Public Instruction, and other Instructions relating to the Admission of Pupils to the High Schools, or Collegiate Institutes.

2. A copy of the Order-in-Council, suspending, or disallowing these Regulations, and a copy of any Instructions issued by Government to Boards of Trustees on this subject.

3. The number of Pupils admitted to each High School and Collegiate Institute since the suspension of these Regulations, the name of the Schools and Institutes, and of the Examiner and the subjects on which the Candidates were examined, the extent of the Examination in these subjects, and the number of marks obtained by these Pupils.

4. Copies of any Reports to the Education Department, or to the Government in regard to the Examinations and Admissions from Inspectors, Trustees or other parties, and copies of any Correspondence, or Reports throwing light upon the operation of the Law since the date of the suspension of the Regulations on the subject

Mr. S. McCall—A Return stating the number of Scholars attending the Normal School for the purpose of qualifying as School Teachers for the years 1869, 1870, 1871, 1872 respectively. Also the largest number of Pupils the present Normal School is capable of accommodating throughout a Session thereof.

Mr. Cook—A Return of the number of First, Second and Third Class Certificates granted to School Teachers during the year eighteen hundred and seventy-two; also the number of Persons who have made application for Certificates and have been unable to obtain them during the same year.

Mr. M. S. McDonald—A Return for copies for all Orders-in-Council (if any) and Correspondence (if any), in reference to the establishment in Ontario, of any additional Normal Schools.

CHAPTER XXV.

ADDRESS TO THE CHIEF SUPERINTENDENT OF EDUCATION FROM THE OFFICERS OF THE DEPARTMENT AND NORMAL AND MODEL SCHOOLS, 24TH MARCH, 1873.

The Reverend Doctor Ryerson having attained the age of threescore years and ten yesterday, on the 24th of March, 1873, received Addresses of congratulation from the Officers of the Education Department, and of the Normal and Model Schools. The

proceedings were of a private character, and were entirely unexpected by the Chief Superintendent. He has been in the public service since the year 1844.

Address from the Officers of the Education Department.

To the Reverend Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education for Ontario

Reverend Sir,—The undersigned, who have had the honour of serving under you in the great work of devising, administering and endeavouring to perfect the details of our Provincial System of Education,—some of us for many years, others for a shorter period,—are desirous of availing ourselves of this happy occasion of the Seventieth anniversary of your birth, in order to express the feelings of high respect and warm affection with which you are regarded by us.

Your high character and your great public services to the Country have made the performance of our labours a matter of pride to ourselves as well as a pleasing duty. The equal temper, the courteous demeanour, and the impartial justice for which your Administration of the Department has been conspicuous, have always afforded encouragement to faithful exertion, and inspired confidence that, while there would be a little toleration for neglect of duty, there would be full appreciation of good service.

It is our earnest hope and prayer, Reverend Sir, that you may long be spared to direct the affairs of the Department in which so many years of your valuable life have been spent. It has been your privilege to devote a ripened and matured experience, and an extraordinary energy, to the work of fostering and promoting the intellectual wealth and the moral welfare of the youth of your native land. As you approach the evening of life you will enjoy the reflection that, by Divine permission, and with the ready co-operation of the people, you have been enabled to lay a solid foundation for the future development of mental culture and true civilization in a noble Province.

Among the many who will always hold your name in honour, be assured, Reverend Sir, that none will be more devoted than ourselves, and we now beg that you will accept of our hearty wishes for your present and future happiness, and for many glad returns of the day.

J. George Hodgins,
Deputy Superintendent.

*Alexander Marling,
Senior Clerk and Accountant.

*F. J. Taylor,
Clerk of Statistics.

*J. T. R. Stinson,
Clerk of Records.

†W. H. Atkinson,
Clerk of Correspondence.

†R. R. Manners,
Assistant Clerk of Correspondence.

†D. B. Heath,
Assistant Clerk of Records.

†Roland Winstanley,
Junior Clerk.

*James Moore,
Messenger.

†S. P. May,
Clerk of Libraries.

*Henry M. Wilkinson,
Depository Cashier and Assistant Clerk of Libraries.

†George Barber,
Despatch Clerk.

F. Nudel,
Clerk of Sales.

R. J. Bryce,
Depository Assistant.

S. A. May,
Packing Room Assistant.

A. C. Paull,
Junior Assistant.

†A. Ditchburn,
Packer and Messenger.

*William Lemon,
Assistant Messenger.

*Deceased.
†Not now in the Department.

ADDRESS FROM NORMAL AND MODEL SCHOOLS.

To the Reverend Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education for the Province of Ontario.

REVEREND AND DEAR SIR,—It is with feeling of unfeigned pleasure that we, the Teaching Staff of the Normal and Model Schools for Ontario, embrace this opportunity to offer you our congratulations upon your having reached your Seventieth Birthday. We congratulate you on the fact that although you have for so many years laboured in the cause of Education, and striven to bring the Educational System of our Province to its present proud position, still the hand of time has dealt gently with you, and that to-day you stand before us, "with strength unabated," in the full vigour of a green old age, an example of what may be achieved by perseverence in the path of duty. We rejoice to think that your right hand has not forgotten "its cunning," but that, if needs be, you still are able, as of old, to wield "the pen of a ready writer."

The number of years during which we have acted under you as Chief Superintendent—most of us Graduates of the Normal School—varies with each of us; but we all rejoice to think that so auspicious an occasion has been presented to us for assuring you that, from the oldest to the youngest in our several positions, we entertain the most kindly appreciation of all your efforts to raise the status of our profession generally, and of the many acts of kindness of which we may, from time to time, have been individually the recipients.

Once more, Reverend Sir, we tender you our heartiest congratulations, and beg that you will assure Mrs. Ryerson also that her joy is not unshared by us. That you may be spared for many years to preside over the educational interests of the Province, and to administer counsel to ourselves and our Successors, is the hearty desire of us all, for we feel confident that, so long as your hand guides the helm, the welfare of the Normal and Model Schools will never be neglected. But should you see fit to lay aside the cares of office, and enjoy the evening of your days in retirement from the anxieties of official life, we feel that in no case can the maxim be more truly applied than in yours,

Finis Coronat Opus.

*H. W. DAVIES,
Principal.

*JAMES CARLYLE,
Mathematical Master.

*THOMAS KIRKLAND,
Natural Science Master.

*SAMUEL CLARE,
Teacher of Book-keeping and Writing.

*WILLIAM ARMSTRONG,
Drawing Master.

*HENRY GOODWIN,
Teacher of Gymnastics and Calisthenics.
(Normal School).

†JAMES H. HUGHES,
Head Master.

WILLIAM SCOTT,
First Assistant.

†ALEXANDER MCPHEDRAIN,
Second Assistant.

†MARTHA CULLEN,
Head Mistress.

†LOUISA H. JONES,
First Assistant.

†ANNA ADAMS,
Second Assistant.

†M. CARTER,
Third Assistant.
(Model Schools).

The Addresses having been read, Doctor Ryerson made a verbal reply to the following effect:—

MY CHRISTIAN FRIENDS OF THE EDUCATION DEPARTMENT AND OF THE NORMAL AND MODEL SCHOOLS,—I am taken entirely by surprise; for among the last things that I had this day expected were the Addresses which you have just read, and I am entirely

*Deceased.
†Not now connected with the Schools.

unprepared to address to you the grateful remarks which I might have made under other circumstances. The arrival to me of three score years and ten,—the highest period of existence which God has ordinarily granted to man,—has produced in my own mind feelings of deep solemnity, and has awakened thoughts similar to those of commencing a new state of existence. Among the most pleasing recollections of my past life are my official associations with you; in which associations I have never regarded you as Employés under me, but as Sons, and I may say of Daughters also, assisting me in a great and good work,—and I can truly say that I have always endeavoured in the tone and character of my intercourse with you, to make you all feel as Members of one Family, in each of whose individual welfare I took parental interest. I have had no favourites; not one of you owes his, or her, position to any feelings of peculiar partiality on my part, but to your own virtues, qualifications and merits; and it is to me a source of unalloyed satisfaction that I have been enabled so to conduct myself towards you as to ensure your individual confidence, respect and good will. I derive also peculiar satisfaction from the reflection that, while I have required from every one of you a faithful discharge of your duties, I have had occasion in no single instance to administer reproof to any for impropriety, or neglect of duty. I cannot expect always to occupy my present position. I do not desire any release from labour, although I sometimes desire a change of labour. But whether I remain at my present post for a longer, or shorter, period, it will be my aim in the future, as it has been in the past, to do all in my power to promote your individual success, comfort and usefulness. I regret beyond what I am able to express that I have not been able to accomplish for you all to which I believe your services and merits have given you a just claim; but I can assure you it has not been for any want of effort on my part. I know that from this establishment, in its administration, and from its Normal and Model Schools, an influence has gone forth which is felt in the remotest parts of the Province: and I trust that the salutary influence of the past will be found only a faint emblem of that which will be witnessed in the future throughout the length and breadth of the land. I pray that the Divine protection may continue over our work and over us individually; and while I most sincerely thank you for your kind congratulations, I feel no one circumstance more consoling, with the sense of advancing years, than the conscientiousness that after so many years of official relations and united labour, I enjoy your individual respect and good will.

Toronto, 24th March, 1873. Egerton Ryerson.

CHAPTER XXVI.

VALEDICTORY BY THE EDITOR OF THE CANADIAN FREEMAN TO THE CHIEF SUPERINTENDENT OF EDUCATION, 1873.

Note. During the many years the Separate School Question was being a subject of discussion between the authorities of the Roman Catholic Church and the Chief Superintendent of Education, the Editor of the *Canadian Freeman*, an organ of that Church, took strong ground in favour of the Separate Schools and in opposition to the views of the Chief Superintendent of Education on the subject. On his retirement from the Editorial Chair of the *Canadian Freeman*, the Editor penned the following graceful valedictory, referring to the Chief Superintendent of Education:

As we are about relinquishing our connection with the *Canadian Freeman* Newspaper, we would wish to part on friendly terms with all individuals of every Denomination with whom we have come in editorial contact, or whom, as in duty bound, we have

conscientiously differed from during our career as a journalist. We do not now, and never did, bear any malice against any person whatever, not even towards the proprietor of *The Globe;* but it is impossible for the Editor of a Newspaper, especially a Newspaper representing a minority, to pursue his course without coming into collision with those holding opposite views. Men in power are always, to the other side, intolerant. In this Country, at least, they represent, or are supposed to represent, the majority; those who dissent from their peculiar views must fight an uphill battle; the crowd is against them, as the Jews of old opposed Christ, and the upholders of the Roman Empire His followers. But the Church to which we have the happiness to belong teaches charity; it says "Love your enemies," on matters of conscience do not give away an inch, maintain your rights, even should those enemies insist that "We will have no king but Cæsar." Before relinquishing the editorial pen, therefore, we should like to say a few words on a Gentleman whom we have for years steadfastly opposed, and whose opinions on many, but especially educational, matters, we have strenuously combatted, and nevertheless have in a certain sense admired, and would, were he aught but Chief Superintendent of Education, hold in the highest esteem.

We maintain certain views on the subject of Education, we believe that when our Lord uttered His command, "Go, teach all nations" he intended that those words should be taken in their fullest sense. You cannot bring up a youth in a Protestant, or non-Catholic, School, and expect that youth to be a firm believer in the Catholic faith. History, Morals, Geography,—everything is taught from a Protestant standpoint, and of course the result must be that the Boy on reaching manhood will view everything through Protestant spectacles. The wisest of men has stated that a child will go as he is trained up. The same effect, therefore, is produced in a Catholic School or in a Pagan School, as to Catholic, or Pagan, principles. The Church alone in Christian Countries teaches with an infallible voice. On matters of faith she cannot err, and is quite likely to be right on educational or other things. This is our belief, therefore we hold it as a *sine qua non* that a Catholic child, where possible, should be reared up and receive its training in faith and morals, and on all subjects of learning in a Catholic School, and under the supervision of the Priesthood. In this view we differ completely from our venerable Opponent, the Chief Superintendent of Education.

The Reverend Egerton Ryerson holds what the civilization of this age terms "liberal" views; he advocates the advancement of the masses, or educating every one, no matter what his position in society may be. The best part of an eventful life has been devoted by him to carry out his peculiar opinions on this subject. He is essentially a man of one idea, and he is a very determined, resolute and personally courageous person. It is individuals of his stamp who have made their mark in the world. As to politics he has really none, but in free thought, in educating the masses he does believe. From the various Educational Systems of constitutional England, despotic Prussia, republican America, Holland, Ireland and Scotland, with the assistance of his own powerful intellect, he has perfected a plan, according to non-Catholic ideas, an improvement on all of them, maintaining their best, rejecting their worst features. He has been assailed by various Denominations and classes of our citizens, by dissatisfied Freeholders, by childless Ratepayers, by representatives of Churches, by Grit and Conservative Newspapers, by politicians and by Administrations holding the most opposite views, and yet he has managed to stand his ground, and not only this but to enforce his educational opinions on the great majority of the people of this Province. At one time he is reported by a Tory Governor as "a dangerous man," and a certain Toronto journal has pursued him with fierce malignity for years, and all kinds of politicians have at different periods attacked him in the bitterest way, and yet Egerton Ryerson has triumphed, and is at this day, in spite of all opposition, the great and successful Vindicator of free, universal education. This is the man whom Governments do not care to interfere with, and who cannot be crushed; who, in spite of his seventy years, is still as fresh and vigorous as ever, and as ready, in defence of his

ideas, to smite his enemies "hip and thigh," either through a public journal, or in a pamphlet of 365 pages. During our entire career we have opposed the Doctor; but we are fully aware how difficult it is to make headway against a man of his ability, holding but one idea and resolved to win. We have often wished that a Ryerson would present himself as a representative of our Catholic masses to fight as determinedly for us as he has for his Protestant fellow-countrymen, a man who would endeavour, under all circumstances, to procure what his Eminence Cardinal Cullen and the Irish Hierarchy are now labouring to attain, a Catholic, purely Catholic education for Catholic people.

Secular Instruction, in spite of all that has been said to the contrary, does not do away with crime; if, however, combined with religious teaching, it certainly does. An educated rascal is infinitely more depraved and bad than an illiterate evil doer. To make a man Christian, you must rear him up in Christian principles, otherwise it will require a miracle, or direct action on the part of God to convert him: therefore, the first and most essential point in educating is to lay the foundation on the sure basis of Catholicity; after this, teach anything you please, provided it is not opposed to the religion of Christ. The Doctor's pet theory is non-religious instruction at School, Religious ditto at home, which would, of course, answer were all Parents equally well informed; but suppose, as is frequently the case, that the Parent, although sufficiently well grounded in his own faith, has not the gift of being able to instruct others, then the superiority of our system is shown, as the School supplies the deficiency. Faith first is our motto, and better an illiterate lout of the lowest class who has faith, than the most accomplished and refined of aristocrats without it. The ordinary godless School will train up an amiable and may be even learned person, but if moral and the possessor of lofty principles, it is not from love of his Creator. We might hold forth on this subject to an indefinite extent, did time or space permit. The *Canadian Freeman* has always been to the best of our humble abilities a consistent advocate of Catholic education, and in retiring from its management we would, as previously stated, wish to offer the right hand of fellowship to all we have encountered, either lukewarm friends or foes, to part on amicable terms with all from whom we have differed. Foremost among these is the Chief Superintendent of Education, and we have therefore devoted this, our last article, to him. We have written column upon column against him, for the past fifteen years. We have tried with all our might to put him down, and yet he is a man for whose talents, resolution and dogged perseverance we have the highest respect, for whose courtesy and gentlemanly bearing towards our co-religionists we offer our acknowledgments, and for whom the Protestant people of this Province will, at some not very distant period, do what a learned American historian stated, the North West would do for Marquette, "build his monument." —*The Editor of the Canadian Freeman.*

CHAPTER XXVII.

ONTARIO TEACHERS' ASSOCIATION, 1873.

At the Thirteenth Annual Convention of the Ontario Teachers' Association, held in the Theatre at the Normal School Buildings, Prayer was offered up by Dr. E. Crowle, after which Mr. Robert Alexander, of Newmarket, who presided in the absence of the President, Professor Nicholson, briefly addressed the Meeting. He remarked that the President had left behind him an Address, which would be read by Doctor Wilson.

Incorporation.—Mr. McMurchy, in presenting the report of the Incorporation Committee, said the Committee had asked for the incorporation of the Association as a Society. They were aware that the Attorney-General, Mr. Mowat, had introduced a Bill to amend the Upper High School Law of Ontario; but what they asked for was

that the Teachers should be conceded the right to elect three members to the Council of Public Instruction. Mr. Miller, of Goderich, moved, and Mr. Johnston, of Cobourg, seconded, "That the Report be received and adopted." (Carried).

Industrial Schools.—Mr. Samuel McAllister read a paper on the subject of Industrial Schools. Although there had been discussion in the Press upon this subject, yet no attempt to deal with the vagrant class of children in this Country had been made, and they were allowed to grow up in ignorance and crime. According to the School Report there were 38,000 children in Canada between the ages of five and twelve who did not attend School, 5,000 of whom were between seven and twelve years of age. He asked the questions:—Where are these children, and what becomes of them? Why are there no means adopted to train them as other children? A considerable portion of those ignorant children grow up and spend useful lives, as shown by many who mark their signature with a cross through their inability to write, but a large portion go to swell the ranks of vice, for vice works hand in hand with ignorance and idleness. According to the Prison Inspector's Report, three-fifths of prisoners had no education, or were very imperfectly educated; two-thirds of these were put down as labourers, or have no occupation. He considered imprisonment had very little good effect on prisoners. Many of the prisoners were in gaol from recommitments. By the Prison Inspector's Report, one-third of the gross committals to prison were recommitments. The plans on which prisons in Canada were conducted were subversive to the reformation of the inmates. It had been asserted by the Toronto gaoler that he had more hope for a boy committed for twenty-four hours than one committed for twenty-four weeks. The question was, how should they reform this class? Compelling them to go to School had been tried, but there remained another plan yet untried; completely withdrawing them from the vice with which they are surrounded, and putting them into an Industrial School, where they could get a proper training and be taught habits of industry. The paper spoke of the satisfactory results of the working at the Western House of Refuge, Rochester, of similar establishments at Philadelphia, Massachusetts, and New York. Seventy-five per cent. of the children sent to these Schools in Massachusetts are reported as doing well; two-thirds of those discharged from Industrial Homes in England and Philadelphia were reported as doing well. This was sufficient to warrant the establishment of such an Institution in Canada. The Reformatory at Penetanguishene did not correspond with the Houses of Refuge mentioned. A model Industrial School should be established here nearly on the same plan as that at Philadelphia; and that each Municipality should be called on to contribute towards it according to the number of children sent, and also collect the cost from the Parents of the children. There was need of an Industrial School in Toronto, so that the children found about the streets might be sent to School. Doctor Kelly asked if the Truant Officer's services were found effective in Toronto? Mr. McAllister said his services had been effective, and satisfactory, so far as to the decrease of truants, and, in his School there had been an increased attendance. After some further discussion, Mr. J. P. Groat moved, and Mr. Scarlett, of Cobourg, seconded, "That this Association have considered the subject of Industrial Schools, and believe that such a School, if established by the Government, would result in doing great good for the people of Ontario." Mr. S. E. Glaisher moved as an amendment, "That this Association having considered the importance of Industrial Schools, hereby appoint the following Committee to wait on the Government and impress on them the necessity of establishing one or more of such Schools in this Province, the Committee to be Messieurs McAllister, Kirkland, and McCallum." The amendment was seconded by Mr. J. H. Smith. (Carried).

The Position of Science in Education.

The President's Address.—Professor Wilson having briefly stated the reason of the absence of Professor Nicholson, who had gone on a scientific excursion to the United States, read the following Address:—

GENTLEMEN,—I trust that you will be content to listen for an hour to some scattered thoughts upon a subject upon which I have often reflected,—the position, namely, that Science ought to take in Education in general, and more especially in the education of the young. In examining this question, it is very desirable that we should have a clear idea as regards two points of fundamental importance, namely, the meaning to be attached to the word "Science," and the object, or objects, which are to be aimed at by any rational form of Education. Perhaps no better definition of "Science" need be sought than that which simply defines the term as including all those branches of human knowledge, the ultimate data of which are to be acquired solely through the medium of the senses. I am aware that this definition would exclude such so-called sciences as Psychology and Metaphysics, the ultimate data of which can only be acquired by the operation of the internal consciousness of each individual. I am aware, also, that the generalizations of all branches of Science are the result of intellectual operations, and are not acquired by any study of merely sensual phenomena, however profound. Still, for our present purpose, the above definition may be taken as sufficient, since it includes all the Sciences which are ever likely to be taught in Schools. In other words, it includes the so-called Physical and Natural Sciences, embracing all those branches of knowledge which are concerned with the investigation of the phenomena of the inorganic and organic worlds of Nature. We may stop, then, here to note that under this definition the Sciences may be regarded in a two-fold aspect, whether we look at them from an educational, or from any other, point of view. The data of the Sciences, the facts which each comprises, are learnable by the senses, and are not truly or genuinely learnable by any other medium, or channel. It is true that we may learn some or all of the facts of a Science out of a Book, by the exercise of a mental power alone, and without ever having submitted a single one of these facts to the test of the five senses. We may do so; but assuredly no genuine knowledge of sense was ever obtained in this way, and the Sciences, if they are to be learnt, or taught, after this fashion, certainly present no advantages over many other studies. On the other hand, the Scientific, as compared with the Non-scientific knowledges, have the peculiarity that they are grounded in the sensuous and natural life of the human being. They reach the higher spiritual plane of the organism through the senses, and it is properly by "the five gateways of knowledge" that Scientific truths should be imparted to the learner. Hence, the Sciences present, to begin with, the inestimable advantage that they can be taught, as regards their simpler and more fundamental data, at a time when the higher mental faculties are comparatively undeveloped and in abeyance. Indeed, from the moment when an infant opens its eyes upon the world, it commences a course of Scientific Education, which is carried out exclusively through the senses, and which is none the less complete because it is involuntary and unguided.

Science may, and often is, so taught in later life as to deprive it of this inevitable advantage, but it remains certain that the practical teaching of Science can be commenced at an earlier period of life than can profitably be attempted with the more ordinary branches of Education,—if only upon the ground that the senses attain their working powers much sooner than do the intellectual faculties. Whilst the data of the Sciences are grounded in the senses, the deductions from these data are purely intellectual, and hence Science, in this second aspect of its two-fold constitution, stands in precisely the same educational position as any non-scientific branch of knowledge. The facts of the Sciences can only be discovered in the first place through the medium of the senses; and even after they have been once discovered, and have thus become common property, they should nevertheless be handed down from individual to individual through the same channel. On the other hand, the generalizations of Science are super-sensual, and are the results of purely intellectual operations. The observation of the Celestial Phenomena which constitute the ground-work of the Science of Astronomy can be carried out solely through the sense of sight, but no acuteness of vision, no complexity of apparatus, no repetition of investigation and research, would lead to

the discovery of the law that the Radius Vector describes equal areas in equal times. We pass here from the region of sense into that of rational mind and intellect. The physical properties and phenomena of a Thistle are presumably as well known to a Donkey as they are to the highest of human beings,—in so far, at any rate, as the senses of the two are equally efficient; but the latter can draw certain deductions from the facts which he knows about the Thistle, which might perhaps embrace the constitution of the Solar System in their scope, and which, at any rate, are entirely undreamed of in the philosophy of the former. Hence, Science is in its essential condition composed of two departments,—one embracing the facts of Science, which are acquired by the use of the senses, the other comprising the deductions and generalizations of Science which are due to the working of the intellect upon the facts previously determined by the senses. Hence also, Science, from an educational point of view, must be regarded as fundamentally a quality,—its data being most fitly taught to the young, in whom the senses are most active, whilst its generalizations are most suitable for later periods of life, in which the senses are not so acute, but the intellectual faculties are more highly developed.

This leads us to consider next, very shortly, what are the objects which should be sought to be attained by any form of Education, and we cannot hesitate in arriving at a decision on this point. All conceivable forms of Education must, to be of any value at all, do one of three things, or more than one of these things combined. The conceivable advantages to be derived from any study come under one or more of the following heads:—1. *Discipline*, or the training and development of the mental faculties; 2. *Culture*, or the improvement and development of the emotions and higher faculties, together with the unfolding of the natural æsthetic capabilities of the individual; 3. *Utility*, or the acquisition of certain knowledges, which will be of actual practical value to the individual in his struggle for existence in the particular society in which his lot may be cast, and will secondarily enable him to be of use to his fellow-men.

I do not propose to enter at all into a discussion of the great controversy, whether the above objects of all sound Education are attained more perfectly by a Scientific or a Classical, training, or a judicious intermingling of the two. For my present purpose, leaving other branches of Education to fight their own battle, it will be sufficient to show that Science fulfils at any rate two of these objects,—fulfils them at least as perfectly as any more generally favoured department of knowledge. At the same time there can be no question but that an ideal Education is many-sided; and no knowledge, however profound, of a single subject entitles a man to the honourable designation of "educated." The learned German Philologist, who did not know what potatoes were when he saw them, in spite of his enormous erudition, was no more an "educated" man, in the proper sense of the term, than is a Man of Science who is totally devoid of literary culture. To be altogether "*teres atque rotundus*," a man must know something of many things, and everything of something. The only real practical question lies in whether those individuals,—and there are, unfortunately, many of them,—who have time and opportunity for examining but one of the facets of the crystal of knowledge, should confine their attention to the Scientific, or the Non-scientific, branches of study. Into this question, as I have already said, I do not intend to enter; but I shall endeavour to point out how far the Sciences fulfil the three great objects of Education, namely, discipline, culture, and utility, and how far they fall short of securing these objects when they are compared with other departments of study.

Firstly, as regards Discipline, I apprehend that I need say very little as to the value of Scientific Studies. That the study of Physical and Natural Science is at least as efficacious in developing and training the mental powers as any other branch of human knowledge, I shall assume, I hope rightly, as being generally admitted. Witness, —if witness be needed,—the unchallenged position occupied by Mathematics, at once the handmaiden and the mother of so many of the Sciences. There is, however, one

point of view in which the disciplinary value of Science is especially apparent, as depending upon the two-fold constitution of Science to which I have already alluded. Other branches of knowledge develop more especially the intellectual faculties, but Science, in addition, trains the senses. The labour necessary for acquiring the facts of Science, immensely increases the power of observation, and sharpens and develops the senses; whilst the study of the generalizations of Science constitutes one of the severest forms of intellectual training. It may fairly be claimed then, that the educational discipline afforded by the study of Science presents certain advantages over that afforded by all the Non-scientific branches of study. It cannot, however, be too strongly insisted, that in order to realize these advantages, Science must be taught practically. It is not enough for the Teacher to rely upon Books, either for his own knowledge, or for his teaching. He must himself have some personal knowledge of his subject, and the facts which he brings before his Pupils must be illustrated by actual examples, drawn from the world around him. Any Science which cannot be taught thus practically had better be omitted from School Education.

Every School pretending to teach Science should have a small Museum and Laboratory attached to it. Every Pupil pretending to learn Science should be encouraged to collect and examine Natural Objects for himself; to verify in person all the more important facts which he is asked to believe; and to test by his faithful senses the truth of the statements which he hears from his Teacher, or meets with in his Books. Of course, some Sciences are more susceptible of this mode of treatment than others, and there is nothing invidious in saying that in this most important respect Chemistry has immense advantages, as regards School Education, over other branches of Science. There is no excuse for not teaching Chemistry practically, but there would also be little difficulty in the practical teaching of Geology, Physiology, Zoology, or Botany, in Schools. In any case it is not fair to judge of the value of Science, as an educational agent, from its results, when not taught in this practical manner. All Scientific authorities are agreed in stating that Science can only be taught in one particular way.—that is, practically,—and is it not, therefore, reasonable to condemn the results of Science-teaching, unless the teaching has been carried out on this system? As a matter of fact, however, the introduction of Science-teaching into Schools has invariably proved most successful, in every single instance in which the instruction has been made practical in its character. Under these circumstances Science yields to no other branch of study as a means of mental discipline.

In the second place, as regards Culture, it may at once be conceded that Science is inferior to other branches of study, such as literature,—with, however, the very important proviso that the studies in question cannot claim any superiority in this respect unless they are carried beyond a certain point which is rarely reached in Schools, and not commonly attained even in a University. The literary appreciation of Homer and Æschylus, of Juvenal and Tacitus, of Shakespeare and Tennyson, presupposes a high culture, much higher than could be afforded by the study of Science. But how often and to what an extent can the ordinary educational course of Schools be said to be conducive to literary culture? In England, certainly, in the great Public Schools, it cannot be said that the educational training is favourable to "culture" in the high sense of the term. On the contrary, the tendency of English School-life is to produce what the Germans understand by "Philistines." How many Boys in the highest form of a large English School appreciate the beauties of one of Horace's odes, or would find the smallest difficulty in reading the death of Agricola in the original with an unfaltering voice? However, not to dwell upon this I willingly concede that the prosecution of literature in its higher walks gives rise to a form of culture more elevated, more polished, and more spiritual than is produced by the study of Science. I will also willingly admit that the too exclusive study of Science in certain temperaments, is apt to harden the mind, to close the eyes to the higher and less tangible elements of human life, and to disturb the true balance between the intellectual and emotional

faculties. Nevertheless these defects are not inherent in the culture produced by Science, and there is another aspect to the question. It is easy to make the step from Nature to Nature's God. To the religious temperament the study of Science must ever conduce to that highest of all forms of culture, the culture that is implied by reverence.

It is a common charge against Science, that it is materialistic; but the charge is unfounded. Science fluctuates, like many other things, and it at present may tend towards what is commonly called materialism. I venture to assert, however, that Science is in its essence religious, and that the time is not far off when this will be generally recognized. At any rate,—and this is all that concerns us here,—there can be no question that Science tends to produce a profounder admiration of the wondrous works of the Creator, as displayed in the visible Universe, a truer appreciation of the real objects of human life, and a more intelligent compassion for those who ignorantly sin against the unalterable laws of existence.

In the third place, enquire what educational standing Science can claim on the score of Utility. Here, again, I conceive that the claims of Science are undeniable. Always admitting that the ideal education would consist of a judicious mixture of Scientific and Non-scientific studies, we must remember that the time allotted by the majority of mankind to learning is too short to allow of this general culture; and that the average School Boy is not likely to master thoroughly more than one department of knowledge. Having painfully mastered the "three R's," the average School Boy is driven to make choice as to what set of studies he will embrace; and his choice is, or ought to be, guided by a due consideration of what knowledges will be most useful to him in his future life. I say, then, that the claims of Science are, in this respect, undeniable. Most men in civilized communities lead lives of an eminently practical character; and it is no exaggeration to describe human existence as being in its essence an incessant struggle with the national forces by which man is environed. The more intelligently this struggle is carried out, the higher in the stage of civilization which is attained to, and every victory in this fight raises man nearer to his ideal condition. I am far from saying that the satisfaction of his material wants is all that the man requires for his happiness and his welfare. Man is more than an animal, and has wants other than those of the day. Nevertheless, it seems tolerably certain that no great spiritual progress is possible where man's material wants remain unsatisfied; whilst the satisfaction of these wants in all cases depends directly or indirectly upon the completeness of the harmony between man and Nature.

And how can this harmony be brought about? Surely in no other way than by instilling into the plastic minds of our children some knowledge of the world they live in; some love for the wonderful Nature by which they are surrounded; some acquaintance with the laws which govern the Universe. Most men, as I have said before, lead lives of an eminently practical character. In winning their bread they are brought daily into contact with natural productions; they conduct operations depending entirely upon natural laws, or they have to deal with artificial products, or machinery, removed by the skill of man but one stage from the raw material of Nature.

It were easy for me to unroll before you the long list of scientific achievements of which our present civilization is the direct outcome, but there is no necessity for this. The common working life of man pre-eminently demands a knowledge of Common Things; and this knowledge can only be obtained from Science. How, then, can we doubt the utility of Science as a branch of Education? It appears, therefore, to me that if a Boy has to choose between obtaining a certain limited knowledge of Science or a certain limited knowledge of some Non-scientific study, such as the Classics, he will act wisely in choosing the former. If he can acquire both, so much the better; but if he has only time for one, utility alone, in my opinion, demands that he should choose Science. Is the Farmer more likely to succeed in discharging his functions in life by being able to construe a little Virgil, or by knowing something of the laws of Chemistry? Will it more profit the skilled Artizan to be able to string together Latin

verses, or to know something of Mechanical Laws? But I will not multiply examples of this kind. I will only draw your attention to one more consideration.

No one but a Medical man can estimate, even imperfectly, the amount of misery, disease, and even vice, which depends more or less directly upon the gross public ignorance of the commonest natural laws, and which might be more or less completely removed by the general diffusion of Scientific knowledge. How many lives might be preserved if Mothers but knew the rudiments of Physiology, or had the faintest acquaintance with the structure and functions of the Animal Body? How much suffering might be obviated if there were but any general knowledge of the more important laws of Health? How many of the ills to which humanity is heir might be mitigated or altogether abolished if Sanitary Science were but understood by those who frame Municipal Laws?

Upon the whole, then, I contend that the claims of Science as a branch of Education stand as follows:—As regards Discipline, Science is at least as good an educational agency as any other branch of study, and it is unequivocally better than many. As regards Culture, Science does not stand as high as Literature, but it nevertheless holds no despicable position. It confers a peculiar culture, which, if different in kind to literary culture, and inferior in value, is, notwithstanding, genuine and real. At any rate, some knowledge of Science is essentially bound up in the ideas comprised by the term "educated." A man may be as "leavened" as you please; but he is certainly not an "educated" man, if he is unable to state why Water boils, or why the Mercury falls in its imprisoning tube at the approach of rain. Lastly, as regards Utility, Science stands perhaps pre-eminently high, so long, at any rate, as our present civilization maintains itself unchanged.

There are, and probably always will be, departments of human activity in which the knowledge of other subjects is more important than that of Science. It is, however, probably impossible to over-estimate the material benefits which would accrue from the general introduction of Science into Education. It is difficult in treating of a matter of this kind to avoid,—whatever conclusion one may arrive at,—the censure meted out to the Saddler who openly expressed his belief that "there was nothing like Leather." I have not, however, really exposed myself to this censure, if I have succeeded in making my views clear.

In advocating the claims of Science, I by no means wish to disparage the other branches of study. On the contrary, I have merely tried to show that the full value of Science as an educational agent has not as yet been generally recognized. It is to be remembered, also, that it is, in the nature of things, the last comer who has to assert himself. The non-scientific branches of study are in possession of the field, and sit serene in the honour which is conferred by time alone. Science finds it necessary, in its position as a comparative stranger, to introduce itself to the public, to divest itself of some of its natural modesty, and, if necessary, to obtrude its claims with something of self-assertion.

If I have established my position that Science has high theoretical claims for a recognized place in General Education, I should, in conclusion, like to say a few words upon the practical difficulties which attend the carrying out of these claims in actual life. The difficulties in question are by no means confined to Canada, although perhaps more conspicuous here than in older communities; and they may be summed up under three heads:—1. The difficulty of obtaining competent Teachers; 2. The difficulty of teaching Science practically; and 3. The difficulty of obtaining suitable School Books on Scientific subjects.

In the first place, the difficulty of obtaining competent Teachers, although a very serious one, may be lightly passed over, as its origin and remedy are alike clear. Science has suddenly risen into importance in Education, and there has, therefore, not elapsed sufficient time to develop a body of Teachers sufficiently large and sufficiently well-informed to meet the wants of the new era. In so far as the evil arises from this

cause, it may safely be left alone, as it is certain to cure itself in the long run. Worse than this, however, is the fact that the place of Science in Education has not yet been sufficiently, or at all generally, recognized; that there is no appreciation of the necessity of a special Teacher of Science in every large School; and that there is, therefore, little encouragement for our young men in devoting themselves to the study of Science. This, however, is also likely to cure itself in time; and the supply is certain ultimately to equal the demand. Worst of all is the lamentable but undoubted fact that those who would teach Science in many cases do not recognize that the one essential qualification of a Teacher in Science is direct, personal, and practical acquaintance with the facts to be taught. Book-knowledge may do well enough for some branches of Education, but it is an utter failure in Science so far as concerns teaching. And, the more elementary the Scientific knowledge to be imparted, the more urgent the necessity that the Teacher should not be speaking simply at second-hand. When this fact is once recognized, we shall hear less of the difficulty of obtaining an adequate supply of Science Teachers qualified for their work; and it can hardly escape recognition in any reform of our higher institutes of learning. There is, therefore, reason to hope that this first difficulty, by which the establishment of Science, as a branch of general Education, is assailed, will be removed in the regular course of events.

In the second place, we have to confront the difficulty to which I have already alluded, that Science-teaching is valueless unless conducted upon a practical basis, and that it cannot, therefore, be easily carried out in Schools. The first part of this proposition I shall not dilate upon, as all Scientific authorities are entirely in agreement about it. No one, whose opinion upon the subject is worth anything, doubts that the value of Science-teaching lies in its being strictly practical to begin with. Not only must the Teacher be practically acquainted with his subject, but the Pupil must have the facts of the Science presented to him in a tangible form. He must learn from Objects, and not merely from Books; and he must be encouraged to collect his facts for himself. At first sight it appears very difficult to carry this out; and our Schools as at present constituted, are certainly little adapted for the development of this idea in practice. There is, however, no reason in the nature of things why this should be so. The Objects and Apparatus absolutely essential for teaching any given branch of Science are not numerous, and could readily be obtained, at little cost, by any large School. As regards some of the Sciences, such as Geology, Natural History, or Botany, the Objects necessary for practical teaching are, to a large extent, directly accessible to both the Teacher and his Pupils. There is no reason why every large School should not acquire for itself a good local Museum, embracing the Natural Objects, Organic and Inorganic, of the surrounding District. Such a Museum would be largely recruited from the Collections made by Pupils themselves, who would thus be stimulated to independent observation, and who would, unconsciously and without effort, acquire knowledge which could but painfully and imperfectly be gained from Books. Such a Museum, also, would supply the Teacher with many of the Objects necessary for Class-demonstration; and, it is not too much to say, would be of considerable practical value to the professional Scientific Observer. That this idea is not chimerical has been proved by the practical experience of such well-known English Schools as Rugby and Marlborough, and I do not despair of seeing it more, or less, completely realized in this Country. In the meanwhile I can but insist that the teaching of Science merely out of Books, if not absolutely injurious or worthless, is no fair test of the value of Science as an educational agent; whilst I do not see any insuperable difficulty in the way of teaching at any rate some of the Natural Sciences in Schools in a thoroughly practical manner.

I must conclude with a few brief remarks upon the third difficulty to which I have alluded,—the difficulty, namely, of obtaining good Text Books on Science,—to which I would add a few words on the comparative advantages presented by the different Sciences as regards School teaching. The difficulty of obtaining good Text Books arises

from two causes, one peculiar to our Educational System, the other universal and confined to no particular Country. The latter is simply the fact that many very unreliable and inaccurate Text Books of Science are in existence, owing to the common, but most erroneous idea, that anyone can write an elementary Text Book on any subject of Science. The truth is that it requires a profound, and, above all, a practical knowledge of the subject to enable a writer to produce a good Text Book for beginners on any branch of Science. This may sound paradoxical, but it is undeniably true. To put the same truth in another form, it requires less knowledge of a subject to teach grown up men than it does to teach Boys. Adults are much better able to supply any deficiencies that there may be in the teaching for themselves, than young people are, and the latter require the simplicity and directness of exposition which is never found apart from extensive and profound knowledge. Everyone who has been at any time engaged in the practical work of teaching, will admit this, and I need say no more about it. The fact, however, is not generally recognized, and hence two-thirds of the Scientific Text Books in existence are entirely unsuited for the purpose aimed at by their Authors.

It follows from the above that the choice of good Text Books in Science is by no means an easy matter; and it may reasonably be doubted if the existing machinery is sufficient for the discrimination of the few good from the many bad. The Text Books to be employed in the Schools of this Province are selected by the Council of Public Instruction. Now, I do not wish to say a word in disparagement of this Body, the duties of which are very onerous; but it cannot be overlooked that of the Members of the Council, by which the existing Scientific Text Books were chosen, no one possessed any special practical acquaintance with Science, or could claim to be accepted anywhere as an authority on any department of Scientific investigation. It so happens, therefore, that whilst Science-teaching occupies a recognized place in the School System of this Country, there is no adequate provision for the selection of suitable Scientific School Books. And, as a matter of fact,—indeed as an almost inevitable consequence of the constitution of the Council,—the authorized Text Books of Science are, in several instances, of a very inferior character,—a most serious evil, when it is considered that the Science-teaching in Schools is almost exclusively from Books. Hence, also, the singular omission of certain Science subjects very well adapted for School teaching, and the introduction of others that might well be dispensed with.

Of all the departments of Natural Science which can be taught in Schools, Chemistry, probably, takes the first place, owing to the facilities with which its fundamental facts can be practically brought before the Learner. The amount of Apparatus necessary for demonstrating the more elementary phenomena and laws of Chemistry is not very large, and can readily be obtained by any of the larger Schools. Dealing also, as it does, with Inorganic, or dead Nature, it is free from the complexity which attends the Biological Sciences. For these reasons Chemistry is, perhaps, the best subject which can be chosen with which to commence a course of Scientific study; and it has the additional advantage of being most closely interwoven with many departments of practical life. I need only add that Roscoe's "Elementary Chemistry," the authorized Text Book, is written by a Master of his subject, and is everything that could be desired.

Botany can be readily taught in Schools, provided the instruction is more or less confined to the Summer months, and is of a strictly practical nature. There is not the smallest difficulty in obtaining actual examples of Plants whereupon to demonstrate the more important facts of Botanical Science; and there is, therefore, absolutely no excuse for teaching this subject from Books. Under any circumstances it is more than doubtful if any benefit is gained by extending Botanical instruction in Schools beyond the simpler facts of Vegetable Organography and Physiology, along with, if possible, some acquaintance with the commoner wild Plants of the Country. Botany is so overlaid with technicalities that it does not seem advisable to go beyond this. The authorized Text Book, Doctor Asa Gray's "How Plants Grow," is an undoubtedly

good Book, but has several disadvantages. The Flora, which occupies one-half of the work, might be omitted, and the work is not distinctively Canadian. At present no better Text Book could perhaps be obtained, but I trust to see ere long an indigenous work on this subject by some native Botanist, which will more fully meet our wants. The teaching of Natural History in Schools is attended with considerable, but, I think, not insuperable, difficulties. Biology, or the Science which treats of the laws and phenomena of Animal and Vegetable Life, can be taught without much difficulty, but the teaching of systematic Zoology is a far harder matter. Still, if only the practical method be adopted, Zoology would prove a most useful branch of School Education. If the Teacher would simply teach to his Pupils the peculiarities of all the common Animals, domestic, or wild, which he can get hold of, much would be gained. In this way a basis would be formed for the prosecution of deeper and higher studies in Zoology. The Pupil should study types instead of groups, and should study these practically; and there is really little difficulty in obtaining characteristic examples of the leading classes of the Animal Kingdom. When once this is understood, Zoology can be taught with profit, and every large School can readily accumulate specimens of the comparatively few types of Animal life required for this mode of instruction. In the meantime it is, perhaps, best to confine the teaching of Zoology almost exclusively to what would commonly be understood by the term "Biology." The authorized Text Book of Natural History, Mr. Ellis Davidson's "Animal Kingdom" is probably as bad a work upon the subject as could have been selected. Altogether it is entirely unsuited for its ostensible purpose, or, indeed, for any purpose that appears upon the surface.

Geology is a subject which might advantageously be taught in Schools, and its omission is quite inexplicable. It has most important bearings upon various departments of practical life (as, for example, Husbandry), and it can very readily be taught practically, finding its illustrations in every Railway cutting, Brook course, or Mountain side. It has also most intimate and important relations with the subject of Physical Geography, which may, indeed, be regarded as nothing more than the Geology of the present. The number and excellence of the introductory Text Books on this subject render it invidious for me to name any one in particular, but it is questionable if Professor Page's "Introductory Text Book of Geology" has ever been surpassed for teaching purposes.

Physiology, though in many respects a subject of great importance, can only be taught with considerable difficulty in Schools. Comparative Physiology can be best taught in connection with Natural History; and the more special departments of Human Physiology should only be touched upon within certain very definite limits. In any case, Physiological teaching is useless, unless illustrated with numerous diagrams. As regards Text Books, Cutler's "First Book on Anatomy and Physiology" may be in most respects commended; but the little Book entitled "Our Bodies," by Mr. Ellis Davidson, is open to the same censure as the work by that author on Natural History.

As regards Mechanics, it may be questioned if this subject can be profitably taught in Schools, except by the aid of Mechanical Models and Diagrams, such as are seldom available. The elements of Natural Philosophy, however, may be seasonably and advantageously taught to advanced Pupils, and there is no difficulty in obtaining suitable Text Books on this subject.

Lastly, as regards Agriculture, it is chiefly of importance to note that this subject is not a Science at all, in the strict and proper acceptation of the term. Agriculture is what is sometimes, though inappropriately, termed an "Applied Science." It is an "Art." In other words, Scientific Agriculture consists in the application to Husbandry of the Sciences of Chemistry, Natural History, Botany, and Geology. These Sciences can, as regards their elements, be taught with profit in Schools; but Agriculture can only be learnt upon the Farm, and should find no place in ordinary School Education, nor indeed in any Course of Study which cannot be carried out and enforced practically. Holding this view, as I do very strongly, it seems unnecessary that I should offer any opinion upon the merits of the authorized Text Book of Agriculture.

In closing this Address, I can merely thank you for the attention with which you have listened to opinions in which you may find yourselves, perhaps, in some cases unable to concur. The subject is one upon which probably no two men think exactly alike; and I am far from supposing that my own views are altogether free from objection. I have, however, felt it my duty to express my views upon this important subject with perfect candour, it being better not to speak at all on such questions than not to speak freely and unreservedly. I can simply hope that if we differ, we may "agree to differ" without any diminution of mutual respect.

Votes of thanks were unanimously passed to Professor Nicholson for his ably written paper, and also to Professor Wilson for reading the same.

School Organization.—Mr. Inspector Miller, in introducing his subject, remarked that if Teachers found their School not properly organized under the supervision of the School Inspector, he (the Teacher), should set about organizing the School himself, according to the Limit Table, so as to have the work of the School placed on a proper basis; until Teachers do so, they would not be doing justice to themselves or those placed under their care. Thorough Examinations should take place, and a complete record kept of all work done in the School. Teachers should endeavour to make their Pupils believe they were earnest in their work. He considered it was better to give short lessons to Pupils than long ones. The Teacher should do all in his power to establish a good feeling between himself and his Pupils. A Teacher should devote much time to review, which would help him in his after Studies. There should be a Time Table kept in each School. A Class Book should be kept in which to enter a record of the work of each Class on every day of the week, and every month the Pupil should receive a report as to the progress he had made in the different branches of Study. General Registers should be kept. He deprecated Teachers allowing Pupils to do the work they, (the Teachers), should do. If they did not do their work themselves they had better not do it at all. The speaker further dealt with School Organization. A unanimous vote of thanks was passed to Mr. Miller for his address.

Euclid as a Text Book.—Mr. Thomas Kirkland, M.A., read a paper on Euclid as a Text Book. He criticized Euclid's defects, while admitting the benefits arising from a properly conducted study of Geometrical Science. He argued that there was strong presumptive evidence against the value of Euclid as a Text Book from the following facts:—That it has been virtually abandoned on the Continent of Europe and in the United States, being retained mainly in England and Canada; that it was written nearly 2,000 years ago, and, therefore, must be very imperfect on account of its not embodying late discoveries; and that it was not intended to serve the purpose of an elementary Text Book at all. The faults of Euclid were then grouped under the following heads:—Phraseology, method, matter and particular doctrines. The phraseology was condemned as being very verbose, especially in the definitions, as well as stiff and formal; the nomenclature was antiquated and infelicitous; and Euclid was condemned for his want of generalization in the use of terms. His method was described as being impaired by the undue limitation of the number of his first principles, by the rejection of hypothetical constructions and the refusal to examine the properties of a figure before the construction is actually effected; by the neglect of the method of superposition, of which he might, with advantage, have made more use; by there being no explanation given why any particular course is adopted; and by the absence of very proper classification. Such fundamental defects, it was argued, could not be remedied by an annotated Euclid, or Euclid with a commentary. They strike at the very root of the matter, and necessitate treatment of the subject for beginners, on different principles and by different methods. In matter, Euclid was described as erring in his first principles, both on the side of excess and defect. Some of his definitions were mere statements; others were not definitions at all, as they did not explain the terms; others were mere verbal definitions; while others were properly Theorems. Defects were pointed out in both Postulates and Axioms, while it was shown that the elements

contain a considerable number of superfluous propositions, while they omit some which they should have included. In many cases the proofs might be simplified by adopting a different mode of demonstration. Under the head of particular doctrines the deficiency in Euclid's treatment of Angles, Parallels and Proportion was dwelt upon. The definition of an Angle should have been made to include Angles equal to and greater than two right Angles. The many attempts made to improve upon Euclid's treatment of Parallels show that it has always appeared unsatisfactory to Mathematicians. His definition of proportion was characterized as unnatural and a violation of common sense. In opposition to those who argue in favour of retaining Euclid as a Text Book, it was urged that the pressure of educational work was too great to admit of teaching errors merely for the purpose of correcting them, and that, in many cases, the errors would remain fixed in the learner's mind, while the corrections would be forgotten. The practical objections to Euclid were then dwelt upon. Prominent amongst them was the discouragement entailed on beginners by the use of so defective a Text Book. It was further urged that Boys might learn Euclid without becoming proficient in Geometry, as they often failed in the application of principles, their failure being due largely to his defective method, while the mastery of his text largely takes up so much of the Pupil's time, that very little is left for acquiring a knowledge of practical Geometry. Against the argument that Euclid supplies an admirable mental discipline, it was urged that the acquisition of knowledge and mental training are rather separable in idea than in fact, while Geometry, taught by a proper method, might be made equally available as a means of disciplining the intellect, while the knowledge of the Science was far more readily and accurately acquired. Moreover, it was questionable whether the study of Euclid was such an excellent training for the reason inasmuch as the type was imperfect. While his argument was ever faultless, inflexible, incapable of reply, it was conveyed with unnecessary prolixity and verbosity, and with a stiffness of form which is never found in Scientific reasoning or in common life. A caveat was entered against applying to Geometrical Science the exceptions taken to Euclid's method of treating it, and attention was called to the fact that the arguments against him were cumulative, and were, when taken together, more than sufficient to sink any Book not sustained by prejudice engendered by long usage and undisturbed possession of the educational field. A cordial vote of thanks was given to Mr. Kirkland for his paper. Mr. Sullivan pointed out that although efforts had been made to improve Euclid, he had been returned to again in many quarters. Doctor Kelly, Inspector, said that the career of two thousand years in every Country was a strong testimonial in its favour. It was not quite correct to say that the Book was quite disused in France. He thought there was no process of reasoning so satisfactory to the Student as that of Euclid. Mr. Inspector Glashan also spoke in favour of Euclid's style of definition and argument. Mr. Hunter remarked that he was unable to see that any Book intended to supersede Euclid was at all calculated to do better what the old Book did so well.

"Common Sense of Logic."—The Reverend Doctor McCaul spoke of the difficulty he felt in choosing a subject on which he should address them, or whether it should be an Address, or Lecture. Having been a Teacher forty years, it occurred to his mind whether he should not address the Association on the duties and responsibilities of Teachers; but from this he thought no good would arise, for he had no experience in the department the Teachers were most engaged in. The next subject which presented itself was one in which he felt a deep interest, that was Archæology, Archæological treatment of School Teachers; but this might be more abstruse than useful, and whilst agreeable to himself might not be so to others. The subject he had selected was "The Common Sense of Logic." In treating of this subject he thought it was scarcely necessary to mention that there is a strong prejudice against the study of Logic, in fact there were people who believed that a knowledge of Logic was of no use in life; indeed, some Persons went so far as to think that the mere fact of a man being a Logician was a proof that he was something akin to a Swindler. He trusted that he

would be able to persuade them that there was a good deal of common sense in Logic. For every nine Persons who had what is commonly termed genius, he did not meet one who had common sense. The mastery of recondite theories was of little value, unless one was able to apply them. The invention of Logic had been ascribed to the philosopher Leno. The great object of the ancient Philosopher had in view in cultivating it was to bring their disputes to a termination. These men were at the present day often spoken of with contempt, as being ignorant and shallow. This was a great mistake, as the ancient Philosophers were men of great learning and research, and this was shown by what they accomplished in relation to religion, while labouring under the disadvantage of not having the light of Christianity. These men plunged boldly into the mine of uncertainty and drew forth sparks of shining life. The first inferred the Immateriality of the Soul, from the fact that matter was incapable of reasoning, and from this they came to the conclusion that the Soul was immortal. They then went a step further, and held that there must be a Day of Judgment. The ancient Philosophers, in inventing Logic, did not intend to bring forward any new mode of reasoning. Logic is no new mode of reasoning. Logicians boldly say that a man cannot reason except in a certain way. Some men do it intuitively, and others from knowledge. The Philosophers of antiquity believed that a man must speak of something; it was entirely a modern invention for a man to speak of nothing. The Lecturer then proceeded to explain in a popular style the elements of Logic, showing the nature of Syllogisms, Premises, etcetera. *En passant*, and illustrative of the subject, he gave a brief and humorous outline of the play of "Clouds," the production of the comic Poet Aristophanes, and touched upon the School of Sophists, who professed to teach men to convert the weaker argument into the stronger. He assured his hearers that they would find it worth their while to study the Science. As a system of mental Gymnastics there was nothing to compare with it. They must, however, take care not to expect a study of Logic to give them knowledge. It was of great service for a man to possess a pair of scales, but if he wanted to weigh butter on them, he must first obtain the butter. A cordial vote of thanks to Doctor McCaul having passed, he said that he had great pleasure in being present at this meeting of Teachers, for he had been a Teacher more than forty years, and he might astonish them in stating, although forty years had elapsed, he would not select any other profession in the world than teaching.

Superannuated Teachers.—Mr. J. Campbell, Chairman of the Public School Teachers' Committee on the Superannuation Fund, reported, That having examined the proposed amendments of the School Bill of 1873, with reference to the Superannuation Fund, the Committee were of opinion that the following changes in the Act should be asked for:—1st. That every Teacher who has been worn out in the profession, or who has taught twenty-five years, or who has arrived at the age of fifty-five years, be entitled to the Pension, even although he may not have become infirm. 2nd. That any Teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent the whole of any sums paid in by him, or her, to the Fund, through the Public School Inspector, or otherwise. 3rd. That the annual allowance to any Superannuated, or worn-out, Teacher shall not be less than six dollars for each year that such Teacher has taught in a Public, or High, School in Ontario. Mr. Anderson contended that a Teacher, on leaving the profession, should not be permitted to draw upon the Superannuation Fund to the full amount he has paid into it. He held that Teachers are placed on a better footing than Government Officers, in regard to Superannuation. Mr. William Johnston spoke forcibly against the principle of compelling the Teachers to pay to the Fund; granting that the end was laudable, but the means of obtaining it objectionable. On motion of Mr. McAllister, seconded by Mr. McCown, it was agreed "That, in the opinion of this Section, the compulsory Section of the School Act of 1871, which relate to the Superannuation Fund, should be repealed." The first and third clauses of the Report were adopted, and the second clause struck out.

Model Schools and Teachers.—Mr. Macintosh presented the Report of the Committee on Model Schools and Teachers, which was as follows:—1. That as teaching is a pro-

fession; its Members require professional training, and that no Teacher should receive a Certificate who has not received such training. 2. That in order to provide such training, some existing Public School in each Electoral Division of the County, selected by the Council of Public Instruction, on the recommendation of the Public School Inspector, be constituted a Model School, and that all Candidates for Third Class Certificates, who have not previously taught a Public School for three years, be required to receive a training as Pupil Teacher in some such Model School for that period. 3. That the Head Masters of said Model Schools be First Class Certificated Teachers of at least five years' standing. 4. That Teachers' Institutes be established in each County. 5. That each County Teachers' Association having regular meetings at least quarterly, be constituted a Teachers' Institute. 6. That an Inspector of Teachers' Institutes be appointed, whose duty it shall be to visit each Institute at least annually, and conduct its proceedings during the whole of one of its Sessions. The Report was adopted.

Inspectors' Association.—At a meeting of the Inspectors a base of union between the Inspectors' Association and Inspectors' branch of Teachers' Association was unanimously adopted, and a union thereupon effected. Officers, J. J. Tilley, Chairman; W. R. Bigg, Secretary.

Modern Culture in Schools.—Mr. J. Howard Hunter, M.A., spoke of the progress of School culture, referring to that which existed in Henry VIII's time, and to the present system. The turning of the tide in modern culture is, in Ontario, deeply marked by the School Act of 1871, and the University Act of 1873. He remarked that nothing of a practical character has yet been accomplished by the Senate of the University; he wished there was even a hope of the revision of the Curriculum being at once proceeded with. What Kant said in the 18th century of German School of learning is equally applicable to the Toronto University; they needed not slow reform but quick revolution. As the new Act is intended to involve all needful academical reforms, it would evidently exert a most wholesome effect upon the University Senate if its proceedings were opened to the public. The friends of educational progress, who appear to be overmatched by the strategy and volubility of the reactionists, would find themselves strengthened by the sympathies of the Graduates and the general public. Representation, when unaccompanied by an accurate report of what our representatives say and do, certainly appears a merry jest. Important changes in the University Curriculum were required in the institution, to command the hearty sympathy of Educationists. The Matriculation Examinations ought to represent, not the state of human knowledge in the days of Queen Elizabeth, but the enlarged culture of the days of Victoria; it ought to represent a good general basis of knowledge, and should include some acquaintance with the science of observation and experiment. At present the Examinations are overweighted with Classics. In speaking of Teachers, Mr. Hunter said, it will soon be difficult to conceive why the Teacher is so designated, for in his case "the whole duty of man" is held to consist in the filling up of blank Class Books or blank Returns, and in the unfailing use of the authorized Text Books. He considered there was a repressive system of Education now being attempted to be carried out in Ontario, and it is utterly out of tune with the voice of modern times. The Education Department were conscious of the fact, and were seeking to enforce its measures by exacting from the School Inspectors, not only the Public Reports intended for the eye of Parliament, but Secret Reports also, which meet the eye of only the Chief Superintendent, or of his Deputy. A cordial vote of thanks was passed to Mr. Hunter for the paper read.

Address of Professor Goldwin Smith.

The Moral Element in Common School Education.—Professor Goldwin Smith then delivered the following Address:—

Among the various topics connected with Education, which might be brought before a Meeting of Teachers, I have chosen as one deserving of special attention, "The Moral

Element in Common School Education." I mean the effect of the system upon character, as distinguished by its effect upon intellect.

The circumstances of our age are such that, if our education is common, it cannot be Religious. For my part, I think this a misfortune. Not that I think much is to be gained by teaching children, or anybody else for that matter, mere dogmas and formularies; but I think it a misfortune that we should not be able to introduce into the common education of the young whatever is highest and deepest in our motives to right conduct, and to the formation of a virtuous character. But so it is. This is a period of Religious division and decomposition; of splitting up into Sects, or of the total eclipse of faith. The only great mass which remains united is manifestly held together by tradition and authority; whenever it is exposed to the influence of free knowledge, or free discussion, it gives way like the rest. So universally is this the case that some begin to say that the end of the theological period of history is come; that Religion is about to give way finally to Science as the guide of life; and that spiritual motives will be finally superseded by motives having no relation to anything but the good, or ill, of this present world. For my own part, I am not of that opinion. I believe that the "Sun of Righteousness," although now hidden from many by a cloud raised mainly by Byzantine and mediæval exhalation, will shine bright again upon the eye of the soul —that the great vital truths of Religion will become clear again, clearer than they have even been before, and that we shall see more distinctly than ever the reality and the paramount importance of the spiritual life. But, in the meantime, we are divided and uncertain, and a Religious Education common to all is out of the question. Separate Schools we might of course have for every Sect, or shade of opinion. But, to say nothing of the ruinous waste of resources, the Separate Schools are morally, I am persuaded, no better than the rest. The dogma which these Schools teach is morally ineffective. It is before us and not behind us that the Land of Promise lies. Clouds may surround the dawn of the day of Science; but the moonlight of the Middle Ages, however romantic, will guide our feet no more. I have seen that way tried at Oxford by intellects as powerful and natures as high as are ever likely to surrender themselves to imagination and tradition; and failure, signal and decisive, was the result. Nor do I attach much value to any slight or furtive recognition of Religion in the way of a deodorized Prayer or Scripture Reading. It seems to me better to say at once the School is secular, and does not presume to meddle with things to which it cannot do justice. The supreme value of all that which concerns our spiritual life we may teach; and we inculcate the habits which lead to such truth,—openness of mind, candour, sincerity, respect for honest inquiry and for its results. We may make the child feel that life is a serious thing. Religion itself we must let alone, and leave to Home and to the Pastor. But there may still be in our education a valuable moral element, both in the way of teaching and of influence; and it is useful to review this element, to see whether we are making the most of it, and whether it is well adapted to our circumstances and calculated to check the special evils of the particular state of society in which we live.

First of all, however, a word must be said upon the good old text about the silk purse and the sow's ear. Before you undertake to estimate the work, or to blame the shortcomings of any set of Teachers, or of any Educational System, you must ask with what sort of Pupils the Teacher, or the System has to deal. To use a homely metaphor, if, when we have done our best, the potato is not peeled very clean, the fault may lie wholly in the Peeler, but it may lie partly in the potato. When fond parents find fault with the goods manufactured by the Teacher, they should consider, if it is possible for paternal and maternal love to consider, what sort of raw material they sent him. If a child were sent with a crooked spine, Teachers would hardly be expected to set it straight. And when a child is sent with a temper spoiled, and a brain clouded through the injury done its stomach by cramming it, or allowing it to cram itself with all kinds of trash, can it be expected that these effects of physical maltreatment

will be cancelled, that the soured temper will be restored to sweetness, or the clouded brain cleared by any skill in teaching, or by any System of Education you can desire? If such a child learns anything, and is trained to any sort of decency in behaviour, is it not as much as the parent can expect? The Governor-General was reported the other day to have made some remarks on the fractiousness and rudeness of the American children you meet on the Cars and Steamboats. The travelling American is not the best specimen; and when you come to live in American homes, you will find many of them as well governed as any you see elsewhere. Still the general unruliness of children in the States is a fact that cannot be denied; and as the social conditions are pretty much the same, I suppose we are not safe against the contagion here. It is the excess of the democratic spirit in their raw democracies which extends to the Household, and prevents the due exercise of authority there. Added to this is the premature mannishness produced among the Boys in these growing Commercial Countries by the prospect of early independence. Early independence is a great thing in itself, but the effects on domestic relations and private character are not always pleasant. I have seen a whole party of Schoolboys, mere children, waiting for a street car, go into a neighbouring tavern to get their nips, and you find Cigars in the mouths of mannikins not much bigger than a monkey. The nippers and smokers, when at home, are probably not remarkable for paying respect to grey hairs. Here, again, it is only to a very limited extent that the School can be expected to contend against the general bent and bias of society. We must look mainly to other influences, which, as things settle down in these new communities, will probably come into play. It is to be hoped, among other things, that some day Government itself, the centre and pattern of all authority, will become again an object of reverence and a source of reverential feeling, though without ceasing to be based upon the national will. While it is a partisan fight, and a domination of such Persons as nature selects by that mode of struggle for political existence, the evil influence will be felt in all our relations and in every Home. The direct moral influence of learning to read and write has perhaps been overstated. Statistics are produced to show that the majority of Criminals are ignorant. But is their crime the consequence of their ignorance, or are both the consequences of their having been brought up in the gutter? Besides, when I was a member of a Popular Education Commission in England, it came under my notice that these statistics were vitiated by another unsuspected circumstance,—a strange tendency on the part of Criminals to conceal the fact of their having received education. Perhaps they thought it might be deemed an aggravation of their case; at all events, the Chaplain of the Gaol found that Prisoners set down as unable to read or write, could really do both. That ability to read and write may be used for very objectionable purposes we have, unfortunately, proof enough. Education gives a man larger powers, which may be used for good, or evil. It opens new avenues to his mind through which good or evil influences may find their way. There is happily, however, no doubt on which side practically the balance lies. A comparison of the educated with the uneducated nations demonstrates that in the gross Education leads to virtue. Perhaps there is no nation in which the distinction between intelligence and morality is more marked than among our neighbours to the South; yet no one can have lived among the Americans without being convinced that their intelligence is on the whole a moral force. Most direct, and probably most effective, among the moral elements of the system is the discipline of the School. It is of especial importance in a Country like ours, where, as I have said, authority and respect for authority are impaired by the excess of the democratic spirit, but yet unchecked by political experience, and still in a state of violent motion against the well-remembered evils of despotism and privilege in the old world. It is needless to tell you, who know so well, in what a good discipline consists. Reasonable laws, such as the child, as its intelligence opens, may clearly see to be for its good, inflexibly enforced, or relaxed only for reasons as strong as those for which they were made. Nothing needless and vexatious either in the way of rules, or interference. Gentle admonition, when an offence is not wilful—reproof when necessary, but measured

and appropriate to the offence. In the last resort punishment, not inflicted in anger, but so inflicted that the culprit shall fear to offend again. Such are the well-known and commonplace elements of a good discipline in Schools, or elsewhere. It is well to remember that reproof as well as punishment may be made ineffective, and worse than ineffective,—it may be made the means of deadening a child's moral sensibility by indiscriminate use. If we would have a child mind what we say, we must let him see that we mind what we say ourselves. In children obedience itself is a virtue, and a habit which it is necessary to cultivate; yet so far as their understanding goes, it is well to let them know the reasons for the laws they obey, especially in a Country where they are law-makers *in posse* themselves. They will thus see that punishment in case of breach of the law is necessary, and brought on them by their own act. Perhaps an hour, or two, in the course of each School year might be well employed in explaining to the School the reasons of the discipline they are under. A system of School discipline based on these obvious principles, and administered with steadiness, may produce a good and lasting effect on the character of our young democracy.

It is now an axiom that as much of kindness and even of affectionateness should be infused into the system as possible, and that the child should be allowed to feel as little difference as possible between School and Home. Perhaps in many cases already, if the child feels a difference, it is not to the advantage of Home. But still School, compared with Home, must be a place of discipline; it cannot be all sweetness and picnics. Men in after life do not work for love of labour, but under the pressure of need; and I am afraid children will never learn their lessons entirely from love of learning. The idle will need the spur, and the unruly will need the rein. It will be well if spur and rein can be so applied as to improve the character instead of injuring it, as they did in the old flogging times.

Of the Prize System, so much discussed, this perhaps may be said that, as the world now goes, competition is the law of after life, and competition at School may at least be fair, which that of after life is often far from being. But, on the other hand, there is truth in the objections urged in a poetic form by Cowper against the use of emulation as a stimulus.

"Boys once on fire with that contentious zeal
Feel all the rage that female rivals feel;
The prize of beauty in a woman's eyes
Nor brighter loom in them the scholar's prize,
The spirit of that competition burns
With all varieties of ills by turns;
Each vainly magnifies his own success,
Resents his fellow's, wishes it were less,
Exults in his miscarriage if he fail,
Deems his reward too great if he prevail,
And labours to surpass him day and night,
Less for improvement than to tickle spite,
The spur is powerful and I grant its force;
It pricks the genius forward in its course,
Allows short time for play, and none for sloth,
And felt alike by each, advances both;
But judge when so much evil intervenes,
The end, though plausible, is not worth the means."

On the whole, I would submit that the principle of Rewards, given to all who come up to a certain standard, is better than that of Prizes given by competition, and if the stimulus afforded by it is not equally powerful, I believe it is powerful enough.

I put the moral influence of the system before that of the character of the individual Teacher, because I believe that in a general way more is to be hoped from system in all its departments than from the individual. The ideal Teacher,—the Teacher who is painted in all essays on Education, and whom School Trustees and Parents expect to get,—may be defined as an archangel at Five hundred dollars a year. But even the more attainable excellence, the excellence of the man who has a special genius for

education, is as rare as any other kind of excellence. Among all the eminent and highly paid Teachers I have known, I think I could count on the fingers of one hand those who had a special genius for their calling. There is no use in laying on ourselves, or on others, burdens of expectation and responsibility too heavy to be borne. We only discourage ourselves from doing that which is really within our power. The most that can be expected of an ordinary Teacher is that a good system being given, he, or she, shall faithfully carry it into effect. For this it will suffice to have, in addition to common sense, diligence, punctuality, ordinary good temper, and ordinary self-control, without the magnetism and electricity which we are sometimes told it is almost criminal in a School Teacher to be without, although magnetism and electricity are not often found in Parents, or Trustees. With the qualities I have named and a tolerable System, a Teacher may be sure that he is improving the character as well as informing the minds of children, and doing a good work in both ways for the Commonwealth, although he may not be a village Arnold. The very numbers would render it impossible for a Public School Teacher to be a moral missionary to each child.

The moral parts of the teaching are Moral Science, Social Science and History. Physical Science has a moral aspect, as it impresses on us the necessity and duty of conformity to the Physical Laws of our being; but this idea, although its influence in the adult world is daily growing, hardly yet penetrates the mind of a child.

The modicum of Moral Science communicable to children is not perhaps yet very potent. A child knows what it is to be good; the great thing is to make him desire to be good. And this is to be done, not so much by analyzing goodness for him as by presenting to him its image in a way to make it the object of his affection. This may be done either by History and Biography or by Fiction.

It is time that our School Histories should be written on some definite principle, and with some definite object; for at present they are written for the most part without either. Yet their character is not without importance. I doubt whether a more active, or a more virulent poison was ever infused into the veins of a Nation than that which is infused into the veins of the American Nation by such School Histories as are used in the United States. What can be expected if people are fed through their childhood on such stimulants of national vanity and malignity? But our Common School Histories, although not positively noxious like the American, are generally poor stuff. If they are not poison they are sawdust,—dry epitomes with mechanical duties devoid alike of power and of nourishment. It would be almost better that children, instead of being thus repelled from the subject should pick up their notions of History as they can. There may be said to be two elements in History, the philosophical and ethical. The Philosophy of History is hardly yet in a condition to be presented to the young, but of the ethical part more might be made by simple and vivid descriptions of great characters and great events, such as would fix them in the imaginations and touch the heart. History thus taught would be no ineffective school of public virtue, especially of the love of our Country, which is specially needed to correct the somewhat selfish and self-isolating tendencies of our race, and which we may cultivate in its good and moral side without running into the extravagance of Americans. Examples of private virtue will be furnished by Biography, and I believe that well-written lives such as that model of Biography "Southey's Life of Nelson," make a real and lasting impression on the minds of the young. I am almost afraid to speak of fiction. Charles Kingsley said the other day that he would as soon think of eating a dead dog as of reading a senation novel. But good tales are, and always have been, powerful instruments of moral education, both for children and for adults. I mean by a good tale not a goody tale, rewarding precocious virtue with plum-pudding, but those which present moral beauty in a winning way, and enlist the child's heart on the side of right. Few literary men have rendered greater service to this generation than Hans Anderson. I cannot help thinking that if instead of the dry reading to which children are condemned in Reading Books, it were possible to introduce a few good short Tales, something might be done towards giving a right direction to their sympathies and tastes.

There is reason to hope that the day is approaching when Social and Economical Science will be made available for educational purposes in a way that will have a good effect on national character. I do not mean dry Political Economy, or the things that are discussed by Social Science Associations. I mean the great laws of our social and economical being. The one great lesson now taught our Pupils from childhood upwards is to rise in life. It is not only the Prize System that fosters this notion in our young citizens; it is instilled into them at every pore. To clamber over the heads of our fellows is the only way to respectability and happiness; to exist contented and do your duty in the station of life to which you are called is degradation and misery. Thus Education, especially in the United States, becomes a preaching of universal discontent. Hardly a Farmer's child there is willing to remain quietly on the Farm. It would be injurious to the Commonwealth as well as to the individual to check honest ambition, whether commercial, or of any other kind. But the number of those who can really rise must be small. The great majority must, after all, look for their happiness in the sphere in which they are born. They must find their dignity and their comfort in their position as members of humanity, and as fellow-workers in a work the lowest part of which is as necessary as the highest, or rather in which there is no lowest, or highest, but all the parts and all the workers are really equal, and the wages of all who do their appointed work will be the same in the end. This is the lesson which Social Science and Political Economy, rightly studied, are calculated to teach. They show our relations to each other, our dependence on each other, and the equality of all, except idlers, in the social and industrial frame. A calming hand might thus be laid upon the feverish ambition and cupidity which, amidst the exciting influences of a new Commercial Country, threaten alike the virtue and the happiness of society.

I need not dwell upon the effects of Drill and of regular and rythmical movements which have a certain influence on character, or on those of Decorations, Pictures, and so forth, which give effect to character through the taste. But I would say one earnest word in favour of Music, all the more as it unhappily was not taught in English Boys' Schools when I was a Boy. Surely it is an influence greatly needed by human nature everywhere, and above all in these restless, eager, hard gold-digging communities in the new world. That the love of Music need not interfere with practical energy, the land of Bismarck and Von Moltke is a proof. It conduces to domesticity, and it may supply one antidote to that most fatal of all the plagues that have ever ravaged humanity,—the growing passion for strong drink.

There is no use pitching anything too high. The first duty of a School must be to teach the elementary subjects which it purposes to teach, and by its results of that kind the School must be mainly judged. But the moral effects are not to be left out of sight. We must remember, and in times like these it behoves us especially to remember, that we are training not only the Trader or the Mechanic, but the Canadian and the man.

Mr. J. Hunter moved a vote of thanks to Professor Smith for the admirable and practical lesson he had just given to them; seconded by Mr. Harrison; carried amid applause.

The Chairman announced that Professor Smith had consented to become President of the Ontario Teachers' Association. Professor Smith thanked them for the honour done him. He would be most happy to do anything he could to help the Association.

Township Boards versus School Section Boards.—Mr. James Turnbull, B.A., read a Paper on the above subject. He remarked that it would be unjust to undervalue the services which the present School Section Boards have rendered to the Province in the cause of Education. The following is a recapitulation of the supposed disadvantages and advantages in the Township Board System. The change has not been demanded by the mass of the people. The difficulty in making a proper division of School Property. The lack of a suitable distribution of the Trustees, and consequent neglect and favouritism. Poor and small sections assisted by the more wealthy part of the Township. Let what is considered by some well enough alone. A desire to retain power, and a

fear that the new Board wouuld not take sufficient interest in all the Schools. Advantages:—Economy in time and money and in the number of School Officers. The convenience to Parents by the abolishing of Section boundaries. The saving of expenditure in having a sufficient number of School Houses, and no more, in each Townhsip, thus effecting a saving in the erection of Buildings, keeping them in repair, with their Grounds, etcetera, and economy in the number of Teachers employed. The permanency of Teachers in their position, tending to increased efficiency in the Schools, and a saving of time on the part of the Pupils. An impartial tribunal, from which the Teacher will never fail to secure justice, which he does not always receive at the hands of the present Boards. Payment of Salary quarterly. Teachers' Residences. Increased remuneration and consequent adherence to the profession, if not for life, at least for a greater length of time than is usual on the part of many at present. The example of many of the States of the American Union, which have adopted the system with excellent results, there being no tendency to return to the old system. Increased zeal on the part of Inspectors, and more efficient supervision in conjunction with the Board in each Township. A superior School in each Township, to which the older Pupils could be promoted, introducing the principle of Township Competitive Examinations, and serving, to some degree, as a sort of Normal and Model School for the whole Township. A vote of thanks was unanimously passed to Mr. Turnbull for the able paper read.

A discussion ensued. The subject was considered an important one. There were many practical objections to the present Section System, but there were a few obstacles in the way of changing it. Mr. Inspector Carlyle, of Oxford, said if there was a change it would be the emancipation of Trustees and Teachers. The Schools were at the mercy of local prejudice, the Teachers were under the thumb of the children, backed up by Parents, and who in their turn make the Trustees back them up. Mr. Inspector Grote said he felt very earnest on this question. If there was a change in the present Section System the people would have more control over the Schools then they now had. There were not only local prejudice but local differences in having a change. He spoke of two Trustees employing a Teacher two years in a School against the wishes of nine-tenths of the people in the place. Until they could show the people the benefit of a change, they would not get rid of the present System, which he contended was working against the efficiency of Schools, and there was no question but the money voted for Schools was thrown away under the present System. He advocated a Central Board. Mr. Inspector Smith spoke of the arbitrariness of Trustees, and referred to the question of Equalization of the Assessment in Townships for School purposes, mentioning that in one Township the people were paying nine mills towards the School, whereas in adjoining Townships the people only paid one and a half mills, and had the same School accommodation. Several other speakers condemned the present system, and considered that there should be an immediate change.

Rural Schools.—Mr. G. W. Ross, of Strathroy, Ontario, stated it was the intention of himself and Mr. McColl to offer a Prize consisting of Books to the value of $20, for the best Prize Essay on "The Necessity of Rural Schools."

Council of Public Instruction.—There was a long discussion with respect to the manner of selecting a Representative to the Council of Public School Instruction, which will be in the power of the Association on the passing of the Bill to amend the Public School Act, introduced by Mr. Mowat. Some contended that the power of selecting a Representative should be left in the hands of the Executive Committee, whilst others maintained that the whole Public School Section should convene for that purpose. Ultimately it was decided by a Resolution that the Chairman of the Association should be empowered to call a Meeting to take into consideration the nomination of a Candidate for the representation of the Public School Teachers' Section of the Association.

Attendance at School.—Mr. Inspector Fotheringham moved, and Mr. McCallum seconded the following Resolution:—"That the evils of Irregular Attendance and Non-

attendance at our Public Schools throughout the Province is of a most serious character, and demands immediate and stringent legislation for its removal." (Carried).

The following is a summary of the paper prepared by Mr. Fotheringham on the important question of School Attendance. Doctor Ryerson speaks of the 38,535 who entered no School in 1871, as "an ominous and humiliating item" in our School Statistics, he neither uses too strong language, nor does he exaggerate the figures. To show the probable return from our School expenditure, I have made several comparative estimates of work done in Cities, Towns, and Villages on the one hand, and in Counties on the other, and do not find the one much more satisfactory than the other; but as it may be urged that Private Schools and Academies in Cities, etcetera, may make the percentage of attendance or non-attendance on instruction which I may bring forward less reliable, I shall confine myself to statistics of Counties for the present; and, I fear, we shall find items "ominous and humiliating" beyond what most have dreamt of. The School population of Ontario, (from five to sixteen), in the Counties in 1871, was 392,559; we may, as ascertained by facts and calculations, add one-fourth of this number to itself to get the population from five to twenty-one. This will give us 490,700 in the Counties. The number, of all ages, that entered School in 1871 was 358,895. This leaves 131,804, or 27 per cent., of the School population that did not enter any Public School at all! Again, nearly 40,000 attended less than twenty days in the year; and over 73,000 attended under fifty days. All the education these 133,000 children could get in twenty or even fifty days amounts to nothing. We may, therefore, add over 22 per cent. more to the number deriving no benefit from the educational opportunities provided by the Public Schools. Altogether, therefore, nearly 50 per cent. of our young people are not being educated at the Public Schools. But in addition, over 95,000 in the Counties attended under one hundred days, and 76,000 attended under one hundred and fifty days. We may, therefore, set down 171,000, or 34 per cent. more, as being only imperfectly educated, if regular attendance can be the test. 53,639 attended from one hundred and fifty to two hundred days, and 18,608 attended over two hundred days. If these represent regular attenders and successful Students, we have nearly 15 per cent. of the School population taking full advantage of the provision needful for popular instruction. To summarize, we have over 244,000 young people reaping little, or no, advantage from our Public Schools; we have over 171,000 taking only partial advantage; whilst only 72,247 are attending full, or nearly full, time; 50 per cent. getting little or no education; over 34 per cent. being imperfectly instructed; and 15 per cent., or 72,000 being educated at an annual cost of $1,383,340. What have we to say for "this Canada of ours" now? "Whither are we drifting?" Have we not been playing "School" like children, only on a gigantic scale? Have we not been working blindfold? Self-blinded? We have borrowed and purchased on all hands. It seems a matter of fact that our Free Schools have brought with them more irregularity and indifference than were apparent under the Rate-bill System. That does not imply that Free Schools are a failure. It only proves that the necessary concomitants were not provided when the Free School System was introduced. Now, we think the figures given above answer in the affirmative the question: Our Educational System has failed, and terribly failed. Take, if you will, any ten young men or women, at random, who have taken a regular and ordinary Course at a Public School, and how many of them will you find intelligent, fluent and correct in reading, speaking, and writing? Not more than one. Hardly that. Not only do children attend irregularly, but the instruction given has been mostly unattractive, vague, inaccurate and valueless as a training, or foundation. The causes of this "ominous and humiliating" state of matters I conceive to be, the indifference of Parents, the frequent change of Teachers, the unattractive and uncomfortable condition of School Houses, the employment of cheap Teachers, and great distances from School, as well as lack of Text Books, Maps, and Apparatus. To remedy the great evil, irregular attendance, our Legislature should enact a more stringent Law of Compulsory Attendance, with provision for the appointment of a Truant Officer in every Municipality, whose duty it would be to report all

Parents who do not send all children from seven to ten years old for six months in the year to School, and all from ten to fifteen for ten months. School Houses should be made as comfortable and cheerful as homes. Filth, disorder, rudeness, should not be associated with the idea of the day-home of the children. They should have the means of social and intellectual enjoyment provided as religiously as the birch has been in the past. It is a shame, a disgrace, the way in which children are huddled, tortured and smothered in most of our Schools even yet,—dirt on the Floors, dirt on the Doors and Walls, dust on the desks, dust on the Sills, on the Maps, the Windows,—Outhouses exposed often, and often unfit to use, Play-ground unsuitable, often muddy, uneven, exposed,—no Shade Trees, no Play-shed,—nothing but dreary, tiresome days, theirs at School. And why should not the first question be, "How shall we secure a good Teacher for the longest time?" A good Teacher is worth his weight every year in silver, if not in gold. A good Salary and a good home would make it easy, as a general thing, to get and keep such a man. Education should not be a peradventure. A definite end,—the thorough and universal education of the rising generation,—with the necessary means, should be made sure, so far as these are at the disposal of the Country. The number from Counties, Cities, Towns and Villages who entered all Colleges, High Schools, and Private Schools in 1871, was 16,000, or about three per cent. of the County population, so that if we suppose two-thirds of these to be County Pupils, and two thirds of those to attend regularly, we have still under seventeen per cent. likely to be thoroughly grounded in Education. The conclusion, however startling and however unlooked for, must, therefore, be faced:—We are expending all, or nearly all, our energies on less than half of our population, and the rest are growing up in ignorance, and preparing a harvest of crime and shame for our Country.*

High School Section.—The following is a summary of the proceedings of the High School section of the Convention, which consists of High School Masters:—A Resolution was offered recommending the omission of History as a test for admission of Pupils to High Schools, but, on an intimation having been received from the Education Office, that this amendment to the Examination scheme had already been entertained, and probably approved of by the Central Examiners, the Resolution was withdrawn. The High School Regulations were considered and discussed. Mr. J. H. Hunter moved, and Mr. Wm. Houston seconded, "That it is the unanimous opinion of this Section that the 22nd Regulation, which relates to the re-examination of Pupils for Admission to High Schools and Collegiate Institutes, should be withdrawn." (Carried). Mr. Tamblyn moved, seconded by Mr. J. B. Dixon, that they recommend that all Boards of Examiners for the admission of Pupils into the High Schools and Collegiate Institutes, accept the Papers of the Council of Public Instruction for the examination in October next, which was carried. Mr. D. C. Sullivan moved, Mr. J. H. Hunter seconded, that the High School Examination Papers ought to be transmitted to the Chairmen of the several High School Boards, as the proper presiding Officers of the Boards of High School Examiners, and that all duties assigned in these Regulations to the Inspectors as presiding Officers should devolve on the Chairman of the High School Board. (Carried). Mr. G. C. McGregor moved, and Mr. J. H. Hunter seconded, that Section Nine of the Regulations, which refers to the consent of Parents, should be omitted as unnecessary. (Carried). Mr. McGregor moved, seconded by Mr. J. Scott, that Section 13 be amended so as to read, "That four Examinations for the admission of Pupils into High Schools be held, and that the said Examinations be held two weeks after the commencement of each Term." (Carried). Mr. T. Turnbull moved, and Mr. H. Strong seconded, "That Section 19 of the Regulations be amended as follows:—The attendance of Candidates at a High School or Collegiate Institute will not be credited in making the Apportionment to such School, or Institute, unless their admission be favourably reported on by the High School Inspectors, as being agreeable to the Regulations; but the Head

*This strong bill of indictment against the practical working of our School System was drawn up by one of our most experienced Inspectors of Schools. It was too true; but by degrees, the operation of the improved School Laws of 1871 had the effect of greatly lessening the evils complained of.

Master of the High School shall have the power to admit Pupils provisionally until the first Entrance Examination thereafter." (Carried).

High School Bill.—Mr. McGregor moved, seconded by Mr. J. Scott, "That the Section of the High School Bill which provides for the transfer of the powers of the High School Boards to Municipal Corporations, ought to be expunged." (Carried).

It was resolved, on the motion of Mr. Hunter, seconded by Mr. McGregor, "That in all intended changes in the Regulations of the Council, at least six months' public notice be given of said changes." Mr. Scott moved, and Mr. Crozier seconded, "That in the opinion of this Section the High School Bill should provide for each High School a District based on a minimum assessment capable of maintaining it in a state of efficiency." (Carried). Messrs. McMurchy, Hunter and Oliver were chosen to form a Committee to present to the Council of Public Instruction and to the Government the views of the Association, as expressed in the Resolutions passed. The Association closed their Session by singing "God save the Queen."—*Globe and Mail Reports.*

Township Boards.—At the recent Meeting of the Middlesex Teachers' Association the following Resolution was passed:—"Resolved, that, from the unsatisfactory manner in which local Boards of School Trustees advance the cause of Education, the Teachers of the East Riding of Middlesex would recommend the formation of Township Boards in place of the local School Sections, the same having proved beneficial to the Townships which have already adopted such Boards."

Best Method of Teaching Geography and Arithmetic.

At the monthly Meeting of the South Hastings Teachers' Association, held in Belleville, in March, Doctor Sangster, late Head Master of the Normal School, said that perhaps no subject was so mistaught as Geography, because Pupils were taught words and not things, and therein lay one of the most common errors of Teachers. One fault was in allowing them to learn by rote from Text Books, and another was that they were introduced to Maps before they understood Map notation, and then when the Map is introduced it is taught and nothing else. Don't begin to teach a Map, (he said), until the Pupils are prepared for it. They should be thoroughly prepared by a proper course of training, such as examining the Physical Features of the Country near the School. Cultivate the observation of the Pupils, have them notice the difference in the length of the day and night at different times of the year, and the different seasons, where the Sun rises and where it sets; teach them the Cardinal points. They should not be taught from the Maps before eight or nine years of age. Teachers should always try to lead them from the known to the unknown. Thus you have the idea of a brook in the child's mind, lead them to think of larger streams; you have given him the idea of a Plain, teach him to think of boundless Plains covered with tall grass, and you have placed in his mind the idea of Prairies, and the Pond multiplied by thousands becomes a Lake. After thoroughly drilling in this manner, proceed to teach them the definitions in as practical a form as possible. The most successful Class he ever taught was one that he allowed to form the Continents, Islands, etcetera, in a Field, adjoining the old Model School, which was temporarily flooded with water. A very good plan was to have a quantity of sand and having spread it smoothly over a portion of the shed floor, to the depth of half an inch, let them trace out the form of the Continents, etcetera, removing the sand to represent bodies of water, piling it up to indicate Mountains,—topping the higher of these with Salt, or Flour, to represent Snow, and neatly labelling each locality with its proper name. Such Map drawing as this, even if roughly done is infinitely more valuable, as a means of teaching, than that projected on paper with scale and compass and pencil. The sympathy of numbers and the charm of seeing the Physical Features of a Continent grow under their moulding hands give to the exercise an impressiveness it could not otherwise possess. Take a Black-board, lay it on the floor, and with the Class around you draw a Plan of the School Room, have the children locate the different things in it, such as where

the Teacher's Desk is, and the Stove; then place it on the Wall, or set it up with the north side uppermost, the bottom south, etcetera. In another place draw on the same size a plan of the School Yard, also a plan of the School Section, and the Township, and thus they get the idea of a scale of miles fixed on their minds. Then teach them Map notation, they are then ready for the Maps. The best plan is to begin with our own County first and then those next to us. It will take probably two years before they are ready for the Maps. While learning Map notation and the definitions, etcetera, a series of familiar lessons may be given on the principal Countries, Cities, etcetera, without reference to Maps or any attempt at exact location. Thus Arabia, Brazil, Egypt, India, London, Paris, New York, the Nile, the Arctic regions, etcetera, may be pictured out in words aided, if possible, by pictorial illustrations, so that when the child subsequently meets with these and other names they are to him something more than mere words. After having gone over the Map of North America, take the Map of the World, and then the other Continents, after which return to the Map of our own Country, and after having taught it very minutely, take up the Map of the United States, as that after our own, is physically the most important to us. One great difficulty that the Teacher meets with, is to make the Pupils understand various lines drawn upon the Map and their uses. The best plan is to take a Black Globe, and placing a chalk mark on it, ask the Pupils to describe its position. They at once perceive that they can only say it is on the Globe. If our two opposite points be taken for the Poles, they can say it is nearer one, or the other, when the Globe is spun round on its Poles, and the Equator described, they can say it is north, or south, of the Equator. The first and other Meridians and the Parallels of Latitude are then drawn and the Pupils have been led to see their necessity in order to localize places, clearly understand their importance and uses. Teach them that these lines are only imaginary, and are not upon the Earth. Teach Physical, before Political, Geography; the Teacher should thoroughly understand the Map before he commences to teach it, so as to be able to point without more than merely glancing at it. He should endeavour to have his eyes fixed upon the Class so that they can do nothing unless he is conscious of it. Be very careful to drill them carefully and thoroughly upon what they have been over, repeat and review constantly. Take imaginary trips through the Country, or to distant part of the World, and have the Pupil name the places he would have to pass on his journey. Take occasionally the commercial column of a seaport Newspaper, and drill upon that; have them tell what the Vessels would bring from another Country, and what they carry in return. Thus the Teacher who is really alive to his work, may make Geography the romance of the School Room. In regard to Arithmetic, Doctor Sangster said that Arithmetic was one of the most important subjects we have to teach, and is very frequently mistaught. Teachers are frequently very short-sighted in this matter, as their reputation as a good, or bad, Teacher follows them, and from self-preservation, if nothing else, they should try to teach Arithmetic well. They should ask the Inspector to visit and examine their Pupils and classify them, when they enter a new School. Very many Schools are superficially taught, and only to show well at an examination. He said he frequently found those who said that they have been through the Arithmetic two or three times, but who could not write down numbers with any degree of accuracy. He thought Scholars should never go through the Arithmetic but once, being thoroughly drilled on what they had gone over. If he had a Class to teach five hours, he would give three to review, and two to actual progress. Teachers should try and remember their own difficulties when they were learning these same Rules and perhaps they would have more patience with the little ones. Teach the advanced Classes to work for themselves. For small children Arithmetic should be divested of all technicalities, and never ask too much theory from them, as children frequently understand things which they cannot explain. The first thing is to teach them to count; for this purpose the Teachers should be provided with a Numeral Frame; have them count Pebbles or the panes of glass in the windows; next write down the numbers on the Black-board as far as one hundred, then have them read and afterwards copy

them down. He believed that if all our Text Books were in one great pile, and a holocaust made of them, it would be a good thing for the young of our Country. By aid of the Numeral Frame teach them to add by twos, so that they can count as far as one hundred in this manner. They should be thoroughly drilled in these things as they proceed. Repetition without cessation should be the Teacher's motto. Never allow them to resort to counting on their fingers or the notches in their slate frames, or by marks. After learning to count by twos, then take three, four, five, etcetera, as high as nine. As they proceed, give them questions on the Black-board to be added up without spelling them over. In teaching Subtraction teach them to count backward from 100, by ones, twos, threes, etcetera. He then proceeded to give very simple methods of explaining to the Pupils the process of carrying in Addition, and borrowing in Subtraction. As soon as they can add and subtract, give practical questions involving both Rules; one great fault with Teachers is that they do not give enough practical questions. If they have been drilled well upon the Addition Table they will have no difficulty in learning the Multiplication Table. Be very sure they are well posted in all the Arithmetical Tables. Many Teachers find great difficulties in teaching Long Division; the best way is to teach them to do the same sum by both Long and Short Divisions, showing the child that in Long Division we put down what we do mentally in Short Division. In teaching Tables of Weights and Measures each School should be furnished with a set of Weights, Balances and Measures. For long Measure have the child count the number of inches in a foot; measure a Yard for the child, also a Perch and Furlong; for Avoirdupois, let his see that one ounce will balance sixteen drams, and one pound sixteen ounces; for Square Measure use cardboard and mark off a square foot, then divide it into square inches and let them count them, they thus learn the numbers of Square Inches in a Square Foot; also mark a Square Yard and Square Perch, show them where the one-quarter of a yard comes from in the 30¼ Square Yards that go to make up the Perch. For Dry Measure, use sand, and let them fill a Pint Measure and pour it in a Quart Measure, by this method the child becomes practically acquainted with the different Weights and Measures in use, which is the only true method of teaching them. Insist upon all the work being done neatly, as frequently mistakes are made by the careless manner in which the work is put down. Fractions come next, and he would recommend that the Teacher take an Apple, or something that can be easily divided into parts, and, by cutting in two equal parts show them that two halves equal a whole, and then by dividing again that four quarters make two halves, or one whole; in this manner they can with very little trouble be made to understand that these parts may be added, subtracted, multiplied and divided. Of course they should be thoroughly drilled in the Mental Arithmetic in all the Rules as they proceed In answer to Mr. Irwin, he said he would have as few Arithmetic Classes as possible, and that he would rather have three than five in a School. Professor Macoun asked which Classes should the best Teacher teach, the smaller, or more advanced, Classes. The Doctor, in reply, said he would say the smallest Classes, by all means.

The most important branch of all is Reading; he doubted the propriety of introducing new Studies, and he would rather have seen the numbers lessened than made greater. The child who knows how to read intelligently can acquire the other Studies of himself. Very few understand how to teach reading intelligently to beginners. Intelligence in reading is the great desideration. There are five different methods of taching reading, the Alphabetic, Phonic, Phonetic, Look and Say, and Rational methods. The Alphabetic method was in vogue in the time of our Grandmothers. This system is wrong, because the names of the letters of a word do not give you the sound of that word. Children learn words as a whole, and not in parts. The Phonic system is an improvement on the old method, and is employed in Germany, where all the letters are sounded. The Look and Say method teaches, first, the Alphabet, then Words, and lastly Spelling. It, however, makes the mistake of not giving any method of finding out new words. The Rational method takes the Tablets, or better still, prints the

words on the Black-boards, as the children take greater interest in the words if they seem to grow from the living Teacher's fingers. Call the attention of the child to the form of the words, have them print them on their Slates; have them point out the letters that go to maks up a word; write out new sentences containing the words they have already learned. Every Teacher should be prepared, and no Teacher is worthy the name who does not prepare his lessons beforehand. The true value of this kind of teaching is the words printed on the Black-board. Learning to read at this stage is not learning new words, but geting those already gone over perfectly. Object Lessons should be taught at the same time, as they increase the child's vocabulary. When we come to the eleventh Lesson we have a review. In the twelfth some new words are introduced, and these are placed at the top of the Lesson. They have by this time learned all the Letters. Before commencing new Lesson, talk to them about it, and drill them so that they know all the new words before they read it.

Professor Macoun said he had much pleasure in moving a vote of thanks to Doctor Sangster, and he would also state that he looked on the Doctor as his father as regards School teaching, as the valuable information he had received while under his instruction had contributed largely towards his success in teaching. He had been greatly benefited to-day, and he believed that the Teachers would go away better prepared to perform their arduous duties, and that the whole County would feel the benefit of the Doctor's visit. Mr. Pashley seconded the motion, which was carried unanimously.

This closed the most interesting Meeting ever held by this Association.

In the evening Doctor Sangster lectured before a large audience in the Ontario Hall, on "Education."

The next day Doctor Sangster, Mr. Inspector Johnston, Professors Dawson and Macoun, and several Teachers visited the Deaf and Dumb Institute, upon the invitation of Doctor Palmer, Prinicpal of the Institute. After having been shown through the Building, they proceeded to the Lecture Room, where Doctor Sangster, by request, spoke for an hour to the Teachers of the Institute and to the advanced Classes, on the best methods of teaching Arithmetic.

In the afternoon they visited Albert College, and were kindly received by Principal Carman and Professor Dawson.

CHAPTER XXVIII.

REPORT OF THE SENATE OF THE UNIVERSITY OF TORONTO FOR THE ACADEMIC YEAR, 1872-3.

The Chancellor, Vice-Chancellor and Senate of the University of Toronto have the honour to present their Report to the Governor-General for the Academic Year, 1872-3.

During the year no changes of importance have been made, in the Courses of Study prescribed in the different Faculties and Schools of the University.

The Senate, having in view the additional powers conferred by the University Statute, 36th Victoria, Chapter 29, and being of opinion that it is necessary, in the interests alike of the University and of the Country at large, to place upon a more satisfactory basis the Study of the Natural Sciences, and to give more prominence, both in the University and University College, to the partial pursuits and teaching of that branch of Study, have had the subject under their careful consideration and are taking such measures as may best secure that end.

They are unable as yet to inform Your Excellency what shape the proposed modification of this Curriculum may assume, but they trust that the Resolutions, or Recommendations, which may be made, will be found to be worthy of the recognized and growing importance of the subject-matter, and that in this regard they may have vouchsafed to them the best co-operation and assistance of Your Excellency's Advisers.

They submit the following tabulated statement of the admissions to Degrees, *ad eundem statum*, and Matriculation in the different Faculties and Schools of the University:—

Degree of LL.D.	2	M.A.—*Ad Eundem*	2
Degree of M.D.	2	Matriculants in Law	3
Degree of M.A.	7	Matriculants in Medicine	2
Degree of LL.B.	7	Matriculants in Arts	33
Degree of M.B.	17	Matriculants in Civil Engineering	1
Degree of B.A.	33	*Ad Eundem Statum* in Medicine	19
Diploma in Agriculture	1	*Ad Eundem Statum* in Arts	6

While these numbers are higher than the average, the Senate can offer their assurance that this result has been obtained without any sacrifice of the Standard of Scholarships.

The Class-lists of the Year are herewith forwarded.

TORONTO, February, 1874. LARRATT W. SMITH, D.C.L., Vice President.
W. F. FALCONBRIDGE, M.A., Registrar.

CHAPTER XXIX.

ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE, TORONTO, 1873.

The University College Council have the honour to present their Annual Report to the Lieutenant-Governor for the year ending on December the 31st, 1873.

OFFICERS

His Honour The Honourable John Crawford, Lieutenant-Governor of Ontario, Visitor of the University. President: The Reverend John McCaul, LL.D.

PROFESSORS, ETCETERA.

Reverend John McCaul, LL.D., Professor of Classical Literature, Logic and Rhetoric

H. H. Croft, D.C.L., Professor of Chemistry and Experimental Philosophy.

George Buckland, Professor of Theory and Practice of Agriculture.

J. B. Cherriman, M.A.,* Professor of Natural Philosophy.

Daniel Wilson, LL.D., Professor of History and English Literature.

E. J. Chapman, Ph.D., LL.D, Professor of Mineralogy and Geology.

G. T. Kingston, M.A., Professor of Meteorology, and Director of the Observatory.

H. A. Nicholson, M.D., D.Sc., M.A., Ph.D., Professor of Natural History.

The Reverend G. P. Young, M.A., Professor of Metaphysics and Ethics.

James Loudon, M.A., Mathematical Tutor, and Dean.

Mr. J. M. Hirschfelder, Lecturer on Oriental Literature.

W. H. Vander Smissen, M.A., Lecturer on German.

M. Emile Pernet, Lecturer on French.

W. Oldright, M.A., M.D., Lecturer on Italian and Spanish.

W. D. Pearman, M.A., Classical Tutor.

Bursar: David Buchan.

Registrar: W. D. Pearman, M.A.

* Professor Cherriman also takes the Department of Mathematics.

GRADUATES AND STUDENTS OF THE UNIVERSITY, 1873.

The following Degrees were conferred by the University of Toronto, on Students matriculated in Arts of this College, at the Annual Commencement in June, 1873.

LL.D.	1	B.A.	29
M.A.	8		
LL.B.	5	Total	55
M.B.	12		

Since 1853, the following Degrees have been conferred by the University of Toronto, on Matriculated Students in Arts of this College.

LL.D.	2	M.B.	25
M.D.	7	B.A.	175
M.A.	150		
LL.B.	17	Total	376

At the Annual Convocation in October, 1873, 42 Students were admitted to this College, of who 26 were admitted as Matriculated Students in Arts: 2 in Civil Engineering: and 14 as Matriculants: 12 in Arts, and 2 in Civil Engineering.

Examinations are held at the close of each Term, in the subjects of the Lectures during that Term.

All Matriculated Students in Arts, Civil Engineering and Agriculture are required to attend these Examinations in every Department prescribed by the University of Toronto as necessary for Students for their respective standings.

These Examinations were held during the year 1873 according to the Programmes.

Prizes and Certificates of Honour: The Council begs leave to annex a printed statement of the results of the Examinations. (Not inserted.)

TORONTO, 16th March, 1874. JOHN MCCAUL, President.

CHAPTER XXX.

REPORT OF THE SCHOOL OF PRACTICAL SCIENCE FOR THE YEAR ENDING 31ST OF DECEMBER, 1873.

I have the honour to make the following Report of the School of Practical Science during the past year.

As at the time of my last Report the School had only been in operation a few months, it may be advisable, on this occasion, to lay before you a concise account of what has been done since the Classes were first formed.

In the Spring of 1872 it was decided by the Government to inaugurate a series of Evening Classes in the Building previously purchased from the Mechanic's Institute and intended for a School of Technology. The Building had been partially fitted up for that purpose, according to a Plan in the possession of the Department of Public Works, but the arrangements were not yet completed. A Room in the basement was designed for a Metallurgical Laboratory, and had been supplied with Furnaces, and with a large Apparatus intended for the distillation of water.

The draught for the Furnaces in this Apartment is very poor, and there is absolutely no satisfactory means of Ventilation. On the ground floor, the Room formerly used as a Lecture Room had been prepared for a Chemical Laboratory, and furnished with suitable Tables for the practical instruction of a large class of working Students. Rooms on the second and third floors had been assigned for the use

of Drawing Classes, and supplied with Desks and Tables for that purpose. Other Rooms were intended for Class Rooms for Mechanics and Natural Philosophy, but nothing had been done to them.

The Mechanics' Institute still occupied a portion of the ground floor, comprising a Reading-room, Library and Board-room. On taking possession of the Building for the Evening Classes, it was found that these Rooms would not be in immediate requisition for the use of the School, and accordingly, the Mechanics' Institute were allowed to retain them, and are still in possession of this part of the Building. The Music Hall, except for a short time, has not been applied to any purpose connected with the School, and has been let as usual for public entertainments.

It was decided to begin with Lectures on Mechanical and Architectural Drawing, Natural Philosophy and Chemistry. Tickets for admission to the Classes were furnished to all who applied for them, without fee. The Classes were opened on the 6th May, 1872. Instruction was given in drawing by Mr. W. Armstrong, C.E., in Natural Philosophy by Mr. J. Loudon, M.A., and in Chemistry by myself.

A very large number of applications for tickets was received, chiefly from working men, and the Classes were at once filled up. In Drawing, the number of Applicants was so great, that the rooms designed for that purpose were found too small for the requirements of the Pupils, and Tables had to be fitted up in the Music Hall for the accommodation of the Class. In spite of this, however, a considerable number had to be refused from want of room. Subsequently additional accommodation having been obtained in the original Rooms, the Class removed from the Music Hall to those apartments. During the first part of the year, many of those who had at the beginning of the Term been admitted into the Drawing Class ceased to attend regularly, and their places were supplied by others, who, in many cases, had been refused previously on account of accommodation. Throughout the year the Class continued as large as it was in the power of the Instructor to attend to.

The Classes in Chemistry and Natural Philosophy were also very well attended, and although many of those who obtained tickets for the Courses dropped off, after attending the first few Lectures, a fair proportion of regular and painstaking Students remained to the end.

The Classes, it will be remembered, were without fees, and as the idea of evening Lectures on Scientific subjects for Mechanics and others had the charm of novelty, many came as it was to be expected, out of mere curiosity, or to pass away an idle hour, these after the novelty had worn off, and when they began to find that the Classes required regular application and conscientious study, naturally ceased to attend, while those who came not from idle curiosity, but from an honest desire for improvement, and a determination to avail themselves of every opportunity of acquiring useful knowledge and mental training, continued to pursue their studies until the close of the Term.

The number of Students attending the School during 1872, was one hundred and eighty-one, of whom ninety-eight took Drawing; ninety-one Chemistry, and fifty Natural Philosophy.

During the Parliamentary Session of 1873, an Act was passed "to establish a School of Practical Science," and from that time the designation "School of Technology" has been dropped and the former title substituted. In other respects the Classes have been carried on as before.

Lectures have been given during the past year on each week evening, except Saturday, from eight to nine o'clock, from January the 8th to June the 6th, with the exception of a fortnight's Vacation at Easter; and from October the 10th to December the 19th.

The subjects taught have been Chemistry, with special reference to its application to the Arts, Natural Philosophy, (Mechanics), and Drawing applied to Architecture, Mechanics and Engineering. An endeavour has been made to give to all the Class as much as possible of a practical character.

Lectures in Natural Philosophy were given during the months of January, February and March. The Class numbered about fifty. The names, etcetera, of the Students were given in the report for 1872.

The attendance at the Classes during the year has been very good. The total number of Students who obtained tickets is 129; of these 88 were admitted to the Drawing Class, and 54 to the Chemistry Class. The name, age, occupation, birthplace and residence of each Student, together with remarks as to the regularity of his attendance at lectures, is also given.

It is gratifying to find that the Class for which these Lectures are especially designed, are largely availing themselves of them. The following Table shews the occupations of those who attended the Classes, and also the number of Students following it.

Table Shewing the occupations of the Students of the Evening Classes of the School of Practical Science, in 1873.

Architects' Pupil	1	Printer	1
Blacksmith	1	Painter	1
Bricklayers	6	Patternmakers	2
Bookbinder	1	Reporters	2
Carpenters and Builders	46	Students	12
Clerks	8	Shoemaker	1
Coachbuilder	1	At school	3
Cabinetmaker	1	Scalemaker	1
Dentists	5	Teachers	2
Druggists	9	Tinsmiths	2
Engineer	1	Wood-turners	3
Engraver	1	Warehouseman	1
Fitters	4		
Machinists	12		
Mason	1		129

Another source of congratulation is to be found in the fact that the attendance during the past year has continued good from the beginning to the end. The falling off in the attendance after the first few Lectures, to which I have already alluded, as having been noticed the year before, did not occur this year. Both in Drawing and in Chemistry the attendance at the last Lectures was as large as, or even larger than, at the first. This, as an evidence that the working classes are fully awake to the advantage to be gained from the study of Practical Science, cannot fail to be looked upon as an encouraging indication.

Examinations were held at Christmas, 1872, and at Easter and Midsummer, 1873, in the various branches taught during the Term. To those who passed to the satisfaction of the Examiners, and who had been regular in their attendance at the Classes, Certificates to that effect were given. The Certificates in the Drawing Class were given on inspection of the work during the Term. In Chemistry and Natural Philosophy, (Mechanics,) written Examinations were held. Attendance at these Examinations was voluntary, and the number of Students who availed themselves of them was not large. Taking into consideration, however, the fact that this Examination was the first held, and that the great body of the Students had that nervous dred of a Written Examination, which, however groundless, is so common among those who have never undergone such an ordeal, there is good reason for hoping that a much larger number of Candidates will present themselves for the next Examination.

The Answers of those who did come up for Examination, as well as the progress of the Drawing Pupils, were most satisfactory.

(Here follows a list of those who passed the Examinations in Chemistry and in Mechanics, and of those who obtained Certificates in Drawing.)

Apparatus. During the year, Mr. Loudon ordered a very complete set of Apparatus for teaching Experimental Mechanics to be manufactured in Dublin. The order was executed in a very satisfactory manner and the Apparatus is now in the possession of the School. It is specially adapted for the instruction of those employed in Workshops and will be peculiarly appropriate for the teaching of the important branch of Applied Mechanics in connection with the contemplated Department of Engineering. This system of Apparatus is, probably, the only one of the kind in use in America.

Library. During the year the Library, which formerly belonged to the Board of Arts and Manufactures, has been kept open to the public on Tuesday evenings and on Saturday afternoons. The Library has always been very well attended on these occasions. It contains, besides a number of Works chiefly in the various departments of Applied Science, a complete set of the Patent Reports of Great Britain, as well as those of Canada. A number of Scientific Periodicals are also taken. The binding of the Patent Reports has unavoidably entailed considerable expense. A fresh supply of these Reports has lately arrived and will need binding. The various Periodicals for the year, also, ought to be bound. In view of the great value of this Library as a place of reference to those engaged in Manufactures, and to all interested in Arts, or Inventions, it would be very desirable that a Grant should be made to the School for the purpose of keeping up and extending this Library. This Library has been under the charge of Mr. Thomas Heys. A few recent Scientific Books have been added to it during the year.

Geological Collection. By a Section in the "Act to establish a School of Practical Science," it is provided that specimens of the Ores, Minerals and other products of any Mine being worked in this Province shall, on request, be furnished by the respective Owners of such Mines for the School of Practical Science.

It is unnecessary to allude to the great importance in an Institution of this kind, of a thoroughly good Geological and Mineralogical collection. During the past summer a foundation has been laid for such a collection.

In order to take advantage of the Section in the Act above alluded to, I visited, during last August, most of the Mines now being worked on the North Shore of Lake Superior, and obtained from them specimens of the Ores and Minerals which they contain, and of the associated Rocks forming the walls of the veins, or occurring in the neighbourhood of the Mines.

From Silver Islet I obtained specimens of native Silver, Galena, Iron, Pyrites, Graphite, Calcite, Quartz (from the vein), Diorite (from the wall rock), Serpentine, Slate, Sandstone and Conglomerate.

From another Mine were obtained specimens of the vein and wall rock (Huronian Slate), Coppernickel, with silver Glance and native Silver, Crystallized Quartz and Serpentine; from the Singleton vein, Quartz, Graphite, etcetera; from the Silver Harbour Mine, Silver, Ore, Quartz from the vein, and banded Siliceous Slate from the wall-rock; and from the Thunder Bay a specimen of the Ore. From the Shuniah Mine were procured Crystallized Quartz, Calcspar, Dog-tooth Spar, Flour Spar, Jasper, Galena, Zinc, Blende and Silver Ore; and from the Cornish Mine, Zinc, Blende, Galena, Silver Ore, Calcspar and Huron Slate.

Specimens of Gold and Silver Ores were also obtained from Shebandowan, and from the Pic. Through the kindness of Captain Frue, of Silver Islet, I was able to obtain some very fine specimens of Conglomerate with native Copper from Isle Royale. I also obtained from the neighbourhood of Silver Lake beautiful specimens of Haematite polished by glacial action, Copper Pyrites and Carbonate of Copper, Galena and Zinc Blende. From Blende Lake were procured very fine specimens of Zinc Blende and of Arragonite; and from the Slate Islands Trap, Ferruginous Trap, Huronian Slate, Amygd Aloid and Jasper. Specimens of Granite, Syenite, Calcite,

Iceland Spar, Dog-tooth Spar, Copper Pyrites, Graphite, Malybdenite Amethysts, Phrenite, Diorite, etcetera, were obtained from various localities.

My assistant, Mr. Heyes, visited for a similar purpose the Mines of Marmora, and obtained specimens of Magnetic Iron Ore from the Marmora Iron Mine, with specimens of wall Rock, etcetera; from the Forsyth Mine, (Hull Township); from the Matthews' Mine, (South Crosby); from Chaffey's Mine, (South Crosby); from Bedford Townhip, and from Lake Champlain. He also obtained Mispickel containing Gold, with specimens of Talcose Slate, etcetera, from the Wall rock, from the Gatling Gold and Silver Mining Company; also, from W. H. Campbell and C. J. Bromfield's Mine, and from the Dean and Williams Mine, Marmora. He also obtained from Messieurs Chaffey and Son, and from Mr. Carruthers, Kingston, specimens of Apatite from South Crosby, and Loughborough and of Mica from South Crosby.

We have invariably met with the utmost courtesy from all persons connected with the Mines, and found them ready to assist us by any means in their power.

A small but valuable collection has also been obtained from Mr. Peter McKellar, of Fort William, and several specimens have been presented by Doctor Clark, M.P.P.

A valuable collection of Devonian Corals has also been presented to the School by Professor Nicholson.

(Here follows a list of the names, age, birth-place, occupation, and residence of each Student now attending the School or who has been admitted during the past year, with the Classes which he attended, and remarks as to the regularity of his attendance.)

A Table shewing the Classes instituted, the Instructors and Assistants, and the number of Students attending each is also appended.)

Toronto, 10th January, 1874. W. W. Ellis.

CHAPTER XXXI.

REPORT AND SUGGESTIONS TO THE CHIEF SUPERINTENDENT WITH RESPECT TO THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO, FOR THE YEAR 1873.

By James A. McLellan, LL.D., J. M. Buchan, M.A., and S. Arthur Marling, M.A., Inspectors of High Schools.

We have the honour to submit the following remarks on the condition and working of the High Schools, suggested by what has come under our observation during the work of inspection for the present year.

In view of the elaborate Report submitted for your consideration last year, we think it unnecessary to discuss, in the present summary, more than a few leading topics, especially as one of the Inspectors has not yet examined all the Schools.

Qualifications of Masters.—We agree with the position taken on this question in the last Report, and we venture to express the hope that steps may be taken as soon as possible to give effect to the provision of the amended Act regarding the "Qualifications of Masters."

Entrance Examinations.—It is difficult to estimate aright, so soon after the practical recognition of the principle of a Uniform Entrance Examination to the High Schools, the beneficial results that are likely to flow from it. The soundness of the principle had long been admitted, not only by the Council of Public Instruction, but also by the great majority of the Masters, many of whom had felt the inconvenience of the old system, under which they were frequently burdened with the sole charge of the admission of Pupils, and subjected, not seldom, in consequence of their direct interest

in the result, to a suspicious criticism. The conduct of the Examination resting now in the hands of the Public School Inspector, as the responsible presiding Officer, the Master is extricated from an invidious position; while the Public School Inspector, acting at a point where the High and Public Schools are in contact, is enabled to bring the Schools of his District into a more harmonious relation with the higher department of the general School System; and is also provided, in common with his Colleagues throughout the Province, with a test of the comparative merits of the Schools in which the Candidates were prepared.

With over one hundred examining Boards, with every conceivable mode of training and no training that is to be found in the public and private preparatory Schools, it is not to be supposed that these Examinations ensure more, at present, than an approximation to uniformity. As a test of merit, a Written Examination,—the best, nay, the only one, possible, in the circumstances,—is, in its nature, to some extent illusory; the judgments of the many different Examiners, reviewing the same question, are found, often, widely different; while the revising Inspectors, however anxious to act impartially, and never rejecting a Candidate without the clearest evidence of non-qualification, have not always succeeded in excluding from the High Schools Pupils who ought not to have been admitted. Notwithstanding defects, however, we are of the opinion, that the uniform Entrance Examination to the High Schools will be regarded by the most judicious and experienced authorities, as of vital importance to our Educational System, and in any wise to be retained and developed: amended, also, with the experience which time will bring.

It is important to keep in view the reflex influence of these Examinations upon the Public Schools, which has been already alluded to. County Inspectors have not been slow to recognize their value. They have directed the attention of their Teachers to the Questions issued by the Department, used these Questions in the examination of their Schools, and, while thus promoting the organic unification of the School System, have stimulated both Pupils and Teachers by pointing out to them a *terminus ad quem*, to which, in the first instance their ambition may be directed. It is only by mutual co-operation among the administrators of the several departments of the Provincial Education-work, that the efficiency of this work can be secured. Where the machinery is so extensive, it is of the last consequence to avoid wasting several forces by misapplying them, or by employing them in mutually destructive directions.

Some diversity of opinion has been found to obtain as to the frequency of the Examinations, and also as to the best times for holding them. In country Districts, and, to some extent in the Towns also, we have become accustomed to the periodical influx of troops of stalwart young men, who come, from various motives, after the pressure of the Fall work is over, to spend the Winter months at the High School. These, it is urged, it is not desirable, in the interest of either Master, or Pupils, to discourage. Again, in the case of those Schools which do a large amount of work in more or less close connection with the Universities, the University Matriculation leaves the Master free to take in hand a new batch of aspirants for Honours and Scholarships, and he is naturally on the lookout for them. Still further, Schools with large preparatory Classes are in a position, by October, to send up a number of drilled recruits to fill the High School ranks and the High School treasuries, while it lasts, those Union Schools in which the normal practice is to maintain a Training Class for the High School, and think themselves ready for the transfer. We cannot, however, find any sufficient justification for authorizing a Third Entrance Examination in these cases, while the simple maxim holds, *salus populi suprema lex*. We think, on the contrary, that such an authorization would be fraught with injury to both the High and the Public School. First, to the High School: inasmuch as the introduction of a mass of raw and unassimilated material into the School, in the middle of the half year, is a disturbing force which affects most injuriously the general School work. Already the tendency is too manifest, to sacrifice the training of the many to the cramming of the few, and when we find cases of the Teacher's energy being concentrated upon a few "crack

Pupils," (the hungry *residuum* being left, meanwhile, to satisfy themselves with the crumbs which fall from the children's table), we are constrained to say, let the June Entrants have time to become thoroughly incorporated with the School, that the whole mass may acquire some degree of consistency before it is again leavened. Secondly,—and especially, to the Public School,—The High School Inspectors have frequently found the work of the highest division here practically suspended, in order that the "matriculating class" might receive the amount of drilling necessary to bring them up to the qualifying point. We do not dwell upon the inexpediency of recalling the High School Inspectors, in the midst of their visits, to the work of revising the Examination Papers. But we think that an additional Examination, if permitted, would disorganize the majority of the High Schools; that experience shows that intervals of not less than six months ought to elapse, as a rule, between School promotions; and that, if the prescribed Programme of work is to be, in any proper and effective way, carried out, two Examinations in the year are sufficient. Young men and women who laudably desire to improve themselves during the comparatively otiose season of winter, may, if in the Master's judgment up to the High School Entrance standard, be permitted to attend, subject to the Inspector's sanction, until the December Examination. Applicants who are not qualified, and who would merely be a drag upon the classes, ought surely to stay in the proper place for them, videlicet, in the Public School, and work up for the regular admission, not distracted, as they would be in the High School, by extraneous subjects, or depressed by the painful consciousness of their inferiority to the mass of their youthful Schoolmates The most appropriate period for the Examination appears to be the time immediately preceding the semi-annual School Examinations. Candidates are likely to be better prepared then, than at any other time; and they will have been made aware of their success or failure soon enough to make their arrangements for the ensuing half year.

We are not without hope, that, by adopting such judicious alterations, as experience will suggest, these Examinations will, (comparing small things with great), in the course of time, hold to our Public Schools the relation which the famous *Abiturienten-examen*, or Leaving-Examination, does to the German *Gymnasien*. It may be so, if only the spirit of the instructions in regard to the German Examinations be found to animate those who have the conduct of our own: To tempt Candidates to no especial preparation and effort, but to make the test such as "a Scholar of fair ability and proper diligence may, at the end of his School course, come to with a quiet mind and without a painful preparatory effort, tending to relaxation and torpor as soon as the effort is over. The total cultivation of the Candidate is the great matter, that the instruction in the highest Class may not degenerate into a preparation for the examination, that a Pupil may have the requisite time to come steadily and without over-hurrying to the full measure of his powers and character, that he may be securely and thoroughly formed, instead of bewildered and oppressed by a mass of information hastily heaped together." All hurried preparation, and all stimulation of vanity and emulation, is to be discouraged, and the Examination, like the School, is to regard the "Substantial and Enduring." Wise words, which may in the present critical condition of our Canadian Schools, be pondered with advantage by Teachers and Examiners alike of every degree, from the Common School up to the University.

Programme and Course of Study.—If all are not agreed on the details of an Entrance Examination, the verdict of the Masters, at least, in regard to the present Programme of Studies is singularly unanimous. Their replies to the question: Is the Programme observed in your School? may be clasesd in three categories: 1st, "We try to;" 2nd, "We don't pretend to;" 3rd, "As far as practicable;"—all of which, being interpreted, resolve themselves into this, that the Programme is, practically, inoperative, so far as controlling and shaping the Course of Study in the High Schools is concerned. We cannot but regard this state of things as deplorable; for, while we have learnt to attach "little weight to either Programmes, or Systems," in comparison with the spirit that pervades a School, and the healthy, hearty, honest way in which

the work is done in it, it is surely intolerable that the attitude of the School Authorities towards the prescribed Provincial High School Course may be variously characterized as the joyously defiant, the reluctantly submissive, or the dextrously evasive. The causes of this, however, are not hard to discover, and it may be proper, without attempting a full discussion of the subject of the Programme, which will doubtless engage the attention of the Council of Public Instruction, to mention briefly some of the objections to the present authorized form.

1. In stating that "no departure from the prescribed Programme is allowable," it appears to be assumed that every School possesses the requisite number of Teachers for the prescribed subjects, and that all the Pupils in the respective Courses are willing, or can be persuaded, to take all the subjects prescribed for them. To state these assumptions is, to any one acquainted with the circumstances of the High Schools, to refute them.

2. The transition from the work of the Third and Fourth Classes of the Public School to that of the First Form of the High School is far too abrupt and violent, leaping over, as it does, the stage represented by the Fifth Book, and making inadequate provision for that thorough review of all the subjects previously studied, which is admitted by all experts to be a foundation-work essential to any subsequent satisfactory progress in the High School.

3. The multiplicity of Studies in the lower forms is leading to a mechanical and unintelligent style of teaching and learning in our High and Public Schools, and to the development of an evil which has been so well delineated by the Imperial Commissioner, (now Bishop), Fraser, that we give his remarks in full, in the hope that, in any modification of our Programme that may be made, the opinion of such a high authority may receive the consideration to which it is entitled:—

Says the Commissioner, in his Report, page 174:—

"The mistake that is commonly made in America, is one, I fear, that is taking some root in England,—a confusion of thought between the processes that convey knowledge and the processes that develop mental power, and a tendency to confine the work of the School too exclusively to the former. It is perhaps the inevitable tendency of an age of material prosperity and utilitarian ideas. Of course the processes of Education are carried on through media that convey information too, and a well-educated man, if not necessarily is, at any rate almost necessarily becomes, a well-informed man. But, in my sense of things, the work of Education has been successfully accomplished when a Scholar has learnt first three things. What he really does know, what he does not know, and how knowledge is, in each case, acquired; in other words, Education is the development and training of faculties, rather than, to use a favourite American word, the "presentation" to the mind of facts. What was Aristotle's conception of the man whom he calls "thoroughly educated?" Not, I take it, a man of encyclopædic information, but a man of perfectly trained and well-balanced mind, able to apply to any subject that may occupy his attention its proper methods, and to draw from it, its legitimate conclusions. Hence the proper functions of a sound system of Education are, to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of our complex nature its just and proportionate development. The American Schools devote themselves far too exclusively to the two former aims; the latter two receive much less attention than they deserve. The results are such as might be expected to flow from any one-sided and partial treatment of the human mind. Subjects are constantly "memorized," without being understood, and hence their stay in the memory is precarious and transitory, while, although facts are observed, they are not sufficiently classified, and the reasoning power and the taste, the latter especially, are left to form themselves pretty much at will. The Programme of the Schools, particularly in the higher grades, is too wide and multifarious. I doubt whether American School Managers accept the maxim, *ne multa sed multum* as true of the process of Education. In nothing did the Managers of the Boston Schools seem to me to give greater evidence of good sense and wisdom than in the manifest desire they showed to contract their Programme into narrower limits, and to attach more importance to sound methods than to showy but superficial results."

4. The rigid inelasticity of the Programme renders it as a Provincial scheme, unsuitable to the varied states of society that are to be found among the people of this Province. "While I attach some importance," says a Head Master, "to leading the

public mind towards a certain scheme of culture, I strongly believe it ought not to be by force of inflexible Regulations. Something, nay, much, ought to be left to the wisdom and discretion of the Teacher." The principal of Options has been to a certain extent recognized; we believe its operations might safely be extended. The exaction of Greek from all Pupils in the Classical Course has been felt so irksome as to be tacitly abandoned, while the imperfect provision for the adequate and rational study of the English language and literature permits that neglect, or misuse, of a noble instrument of Education which has been frequently noticed, in the Inspector's Reports, as characterizing the great bulk of our High Schools.

5. The individuality of some of our best Teachers is repressed, and their energies cramped, or frozen, in the attempt, conscientiously made, to stretch, or contract, their methods to the prescribed form and dimensions. A thorough enthusiast has a more healthy and powerful influence over the youthful mind than the most symmetrical paper Programme that was ever elaborated; and if great School Masters, like Arnold of Rugby, are ever to be developed among us, (and why should they not?) some play must be allowed to varieties of method, of taste, of intellectual idiosyncrasy. As the case now stands, with the Parents of Pupils pulling him in one direction, and the Programme in the other, while the sword of the Department, inscribed, "No deviation!" is suspended over his head, can it be wondered at that a perfunctory and half-hearted doing of a distasteful task is, too often, the outcome of the dream with which the young Teacher set out upon his career, the poet's words, perhaps, in his mind:—

"O'er wayward childhood wouldst thou hold firm rule,
And sun thee in the light of happy faces;
Love, Hope, and Patience, these must be thy graces,
And in thine own heart let them first keep school."

His high ideal has, however, come to this, that he is "settling down insensibly into a kind of moral and intellectual stagnation," which Mr. Matthew Arnold would call "Philistinism," and in which the same poet's prophecy is fulfilled:—

"Yet haply there will come a weary day
When, overtasked, at length
Both Love and Hope beneath the load give way.
Then, with a Statue's smile, a Statue's strength,
Stands the mute Sister, Patience, nothing loth,
And, both supporting, does the work of both."

We would not be understood as ascribing this effect to the operation of the Programme alone; the nature of the Teacher's work, in itself, tends to bring about, by its monotony and frequent disappointments, this "intellectual stagnation." So much the more need, therefore, is there for relieving his from unnecessary pressure.

6. We will do no more than allude to the effects of too great a multiplicity of Studies upon the Pupils themselves, by way of drawing attention to the danger, at present an imminent one, when Literature and the Sciences of observation are clamouring for pre-eminence, that the School Boy will eventually occupy the position described in the old poem:—

"naked I stand here,
Musing in my mind what clothing I shall wear."

"Old fashioned School teaching," says an English Public School Master, "confined as it was, to a grammatical drill in the Classical Languages, did certainly give something of the power which comes from concentrated effort. The Eton Latin Grammar does not indeed seem to me a well-selected model Book, but many a man has found the value of knowing even that Book thoroughly. Now, however, a cry has been raised for useful information. The School Master is beginning to give way. He admits

homœopathic doses of geographical, historical, and Scientific epitomes, and of Modern Languages; and, perhaps, between these stools the unlucky School Boy will come to the ground; his accurate knowledge of Latin Grammar will be exchanged for "some notion" of a variety of things, and in the end his condition will be best described by varying a famous sarcasm, and saying, that if he knew a little of good hard work, he would know a little of everything."

We are not prepared, and we do not suppose we are expected, to suggest in this Report a form of Programme. The subject is surrounded with many difficulties; it is, however, of great importance, its claims are urgent, and it must, for the safety of the Schools, be grappled with, and disposed of in some way or other. We would confine ourselves in these remarks to expressing the opinion that in drawing up any new form for High School work, regard should be had to the mode described by Mr. Matthew Arnold as obtaining in Germany, modified, of course, to suit the circumstances of our own Country. In his Report on the German System of Education, page 550, he says: The Lehrplan, or plan of work, is fixed for all Gymnasien by ministerial authority, as in France and Italy. It is far, however, from being a series of detailed Programmes as in those Countries. What it does is to fix the matters of instruction, the number of hours to be allotted to them, the gradual development of them from the bottom of the School to the top. Within the limits of the general organization of study thus established, great freedom is left to the Teacher, and great variety is to be found in practice."

Undesirability of a rapid Increase in the Number of High Schools.—Owing to the operation of a variety of causes, the High Schools have for many years past constantly tended to increase in number. This tendency to increase would be a subject for congratulation, were it entirely healthy. It is not entirely healthy; it is to a large extent the result of the unwise ambition of country Villages, that are willing, before their population is large, or their means abundant, to undertake obligations which they cannot properly satisfy. The establishment of unnecessary High Schools has been made the subject of remark by many of our Predecessors, and although, in consequence of the better policy adopted of late years, few new High Schools have been permitted to come into existence, we feel that there is still a necessity for repressing with a strong hand the aspirations of growing places, until they have reached such a size, and attained such a degree of prosperity, as to render it certain that their educational institutions will not experience a lack of fostering care and substantial support. Although the conditions upon which new High Schools have been recently established are such, that it is not likely that any of them will ever fall to the level of some of the older Schools, yet we feel that it is doubtful in the case of one, or two, whether they ever can reach even a moderate degree of excellence.

It may be laid down as an axiom, that an increase in the proportionate number of small High Schools will be followed by injurious consequences to the High Schools as a whole, and accordingly, while we are not prepared to advocate the extinction of existing weak Schools, we consider it desirable that the conditions on which permission to establish new High Schools is granted, should be so strict as to make it certain that no serious financial difficulties will arise, that the attendance of qualified Pupils will reach a fair average, and that the attainments of at least some of them will in due time become respectable. The total number of Pupils attending all the Public and Private High Schools of the Province, may be set down as about one-half of one per cent. of the entire population. It is not to be expected that this percentage will be either much, or rapidly increased, and it may accordingly be taken as a rough guide in estimating the probable natural and healthy attendance in a proposed High School District. It is undoubtedly the case at the present time, that in some of our Cities and Towns, and in some of our rural High School Districts, the number enrolled on the Annual Register exceeds one per cent. of the population. But this state of things is, in many cases abnormal, while in others it naturally arises from the superior wealth,

or intellectual culture, of the inhabitants. New Schools, however, will in general be asked for in recently settled sections of the Country, or in old places which anticipate a perennial flow of prosperity in consequence of the opening of a Railroad, or the projection of some local enterprise. In such cases it would be well not only to insist that a suitable and properly furnished Building should be erected and ready for use before the School is opened, but also to require that no new High School District should be established, unless its population reaches a prescribed minimum. If there are forty names on the Annual Register, the average attendance will be between twenty and thirty, and although in earlier times the establishment of small High Schools may have been desirable, it is not now desirable to call into existence Schools with a smaller attendance than that just indicated. To furnish forty Pupils, the population of a High School District should be eight thousand, and this it is likely would be found to be about the right minimum for rural High Schools. In Towns, about one per centum of the population may be expected to attend the High School, and it would therefore be fair to permit the establishment of new High Schools in Towns of four thousand inhabitants.

The preceding calculations furnish results which may require modification in their application to particular places, but they serve to indicate the propriety of refusing permission to any Village to establish a High School, unless a sufficiently populous rural district can be united with it to furnish Pupils and to share the expense. There are at present several High Schools, which, being situated in unincorporated Villages, are dependent for their financial support on a single Public School Section. In these cases, the Trustees are forced from paucity of means to render the School inefficient, in order to keep it in existence. It might perhaps be unwise to recommend the extinction of these Schools, but it certainly is desirable that if they are to be permitted to contiue to exist, they should be placed on a better footing as regards their means of support. The most useful purpose that some of them serve at present, is to furnish a standing warning against the establishment of High Schools in small places.

If then the establishment of High Schools in Villages is to be avoided, much more should the establishment of High Schools in Villages near each other be avoided.

The unincorporated Villages of Grimsby, Smithville, and Beamsville are situated at the angles of a triange whose sides are seven, seven, and five miles in length. Each place enjoys the benefits of a High School, but although the surrounding country has been long settled, and is both wealthy and populous, they have been, and probably always will be, supported with difficulty.

Unless the need for them can be clearly shown, the establishment of new High Schools is to be avoided, because as each School is entitled to a minimum Annual Apportionment of Four hundred dollars, to be taken out of a fixed Grant for High School purposes, every new one lessens by so much the amount available for distribution among those already established. As most parts of the Country are already sufficiently well supplied with High Schools, it is more important to improve those now in existence, than to increase their number, but no surer means to check improvement could be devised, than to increase the present sufficiently great uncertainty about the amount of the Government and County Grants.

Payment by Results involves Responsibility on Inspectors.—In the parts of the Country in which the Public Schools are inefficient, there is a strong desire to supplement their deficiencies by increasing the number of High Schools; in many places where the Public Schools are efficient, a different tendency is in operation. The system of Uniform Entrance Examinations, beneficial as it is to the High Schools, is yet more beneficial to the Public Schools. The desire to have the work of the Public Schools stamped with the official approval of the High School Inspectors, has added strength to the previously strong inducements to transfer all the Pupils who have reached a certain standard from the Public to the High Schools. This transfer cannot, under the present system, be prevented; it remains to provide that there shall be no mis-

application of the Legislative Grant in these cases, in other words, to take steps to prevent High Schools, into which Pupils are thus crowded, from becoming in part, or wholly, Public Schools. One of these steps should be the enforcement in some shape of the principle of Payment by Results.

In the Report of the High School Inspectors for the year 1871, various schemes were proposed for applying this principle. Perhaps none of these is entirely satisfactory; but there are evil tendencies which must be checked, or they will seriously retard the progress of the Schools. Under the present system the Government gives the same aid towards the education of the youth who is taught barbarous English and false quantities in one School as to him who is taught by a finished Scholar and accomplished Teacher in another. The apportionment of public money to a High School depends neither directly nor indirectly on the work done in that School, but on the number of Pupils that pass the Entrance Examination, and the number that come up to the Entrance Examination is but slightly affected in most instances by the reputation of the School. The temptation to the local School Authorities to urge children into the High School without providing a sufficient number of Teachers and suitable Accommodations and Apparatus is accordingly very strong. It must be admitted that this state of affairs is as unsatisfactory as any system of Payment by Results could possibly be.

The enforcement of the system of Payment by Results would entail on the High School Inspectors a responsibility which we confess we are not anxious to assume. But, if the number and qualifications of the Masters, and the accommodations and equipment of a School are made either directly, or indirectly, to affect the amount apportioned to it, a powerful inducement to improve it will be brought to bear on the Board of Trustees.

The Number of Teachers to be Employed in High Schools.—Another, but a related subject is, the necessity for more definite Regulations with regard to the number of Masters that should be employed. It is now prescribed that every High School shall have two Masters, and every Collegiate Institute four: but the average attendance of a High School may reach any figure above ten, and that of a Collegiate Institute any figure above sixty. There have in consequence been seen High Schools with an average attendance of sixty taught by only two Masters, and Collegiate Institutes with an average of over one hundred and fifty taught by only four Masters. An average attendance of one hundred and fifty Pupils would not overtax the energies of four Masters if they could be arranged in four Classes in all subjects, but when among the one hundred and fifty there are included Pupils of every degree of proficiency from the beginner to the University Class, and where, in many cases, the Pupil who is a proficient in one subject is a novice in another, it is not too much to assert that twice four Teachers would be nearer the number required. In many Schools the good sense of the local Authorities has led them sooner or later, to take measures to abate the evil, but there are still many instances in which the staff of Teachers is altogether too small, and there are but few Schools of a large size in which it is adequate to the requirements of the case. The *raison d'être* of the High School System is entirely different from that of the Public School System. The object of the latter is to provide for every child of sound mind the means of obtaining a minimum amount of knowledge and mental training; the object of the former is to provide for a comparatively small fraction of the population the elements of a liberal culture. The Public Schools exist to sow intelligence widely, the High Schools to plough deeply a small portion of mental soil. The all-important aim of the former is to reach every child; the all-important aim of the latter is to combine thorough training with breadth of mental vision. In the former case the number of the Pupils instructed should be mainly regarded by the community, in the latter, the quality of the instruction. The quality of the instruction given in the Public Schools and the numbers attending the High Schools are not in themselves unimportant matters, but their relative importance is different in the two classes of Schools.

We conceive, therefore, that while a rapid increase in the number of High Schools, and in the numbers attending them, are not perhaps at present desirable, it is desirable that the instruction given should reach the highest attainable point of excellence. In the High Schools are being educated, it is to be presumed, the leading men of the next generation, its Clergymen, its Lawyers, its Doctors, its Editors, the men who are to make Farming a Science, its Engineers and Machinists, its prominent Manufacturers and Merchants, and its Teachers. It is important that they at least as the advisers and guides of the future should receive a wide culture and know what thoroughness is. Undeniable as it is that during the last few years the High Schools have advanced with rapid strides, there is yet much to be done, and we are of opinion that to enforce in some shape the principle of Payment by Results, and to prescribe more definitely the number of Teachers to be employed, will be practically beneficial. With regard to the latter point we beg to suggest that Schools in which the average attendance of all the Pupils, whether regularly admitted or not, is less than 35, should be required to employ two Teachers; that those in which the average exceeds 35 and is less than 60, should have three, and that for each successive increment of 25 an additional Teacher should be employed. Thus in a School with an average of between 60 and 85 there should be four Teachers, and in a School with an average between 160 and 185 there should be eight Teachers. Among these the proportion of Female Teachers should not exceed the proportion of female Pupils, though for obvious reasons the Trustees should be allowed to employ one Female Teacher in every mixed School.

Law Society Examinations should harmonize with those of the University.—It is much to be desired that in the Courses of Sudy for the different professions, the subjects for the preliminary examinations should in every instance be selected from the High School Course. The object of these preliminary Examinations is to ascertain whether Candidates have acquired a sufficient amount of the kind of knowledge, and received the benefits of the kind of training which it is the business of the High Schools to give, and not to test their acquaintance with professional subjects.

It will not be pretended by any one that the preliminary Examination for any profession is as difficult as that for matriculation with Honours in the Faculty of Arts, in the University. It would, therefore, serve every purpose if the subjects of these preliminary Examinations were selected from the High School Course which leads up to matriculation in the University. This has not been done. The Law Society, for instance, prescribes different portions of the same Classical Authors from those prescribed by the University. This entails a great deal of unnecessary labour on the High School Masters. It is expected in most places, and, we think, rightly expected, that the High School should prepare Candidates for Osgoode Hall. The Head Master is, under the present arrangements, compelled to have two Classes in Cicero, and two in Horace, and other Authors, or to refuse to prepare Law Students at all. There are many who consider the latter the correct course, and it is, undoubtedly, defensible under the circumstances. But we cannot view with favour a state of things, which tends to throw the preliminary Education for an important profession into the hands of the Private Tutor, and to divorce it from the healthy influences of the School. We think, further, that it cannot fail in the sequel to injure the status of the legal profession itself. Although this is a matter in regard to which the Council of Public Instruction has no jurisdiction, yet the evil is so obvious, and the desirability of avoiding it so plain, that we draw attention to it, in the hope that, by conference with the Senate of the University, or otherwise, the different examining Bodies may be induced to relieve the already overtaxed High School Masters from unnecessary labour. If the High Schools were fully officered it would not be so important a matter, but even then it would be difficult to see any sufficient reasons for prescribing different Books for the Examinations. The High School Masters are required by Law to prepare Pupils to enter the University of Toronto, and, accordingly, the Course of Study in the Classics and other subjects is determined by the Matriculation Examination prescribed

by the Senate of that Institution; consequently, by accepting the whole, or part, of the subjects of this Examination, in lieu of the subjects now prescribed by them, the Benchers of the Law Society would not adopt a course of action tending to lower their dignity, but would simply, by conforming their requirements to those of the highest educational Authority in the Country, confer a boon on some hard-worked and much-worried servants of the community.

Higher English.—Although the English of the High Schools has improved, there is yet little teaching of higher English. Parsing and analysis are assiduously attended to. There is more, or less, practice in composition, but there is hardly any ethical, or æsthetic, culture. What should be aimed at is, in the majority of cases, not understood by the Masters. A few of the more cultivated Teachers have made attempts to carry out a course of instruction which at least tends in the right direction. But the development of the higher nature, the intellectual quickening, and the refinement of taste, which are the natural fruits of an attentive perusal of the Masterpieces of our Literature are, generally speaking, undervalued, or unknown, or thought to lie beyond the legitimate scope of the work of a High School. It is, undoubtedly, Utopian to expect any High School to give a full Course of English Literature. Yet something may be done even in the weakest Schools. In these days of shilling and sixpenny annotated editions, a different Author might each term take the place now occupied by the authorized Readers. The linguistic exercises might be taken from his pages. The compositions might deal either with the substance of his thoughts, or with topics naturally suggested by them, and by relegating Collier's English Literature to its proper place as a Book of Reference, and arranging the Course of Study in the History Class, so as to subserve the double purpose, no additional time would be required for a discussion of the pominent features of the period in which the Writer lived, and the influence of its history on his views and character. Thus, much could be done without interfering with anything valuable that is done now; and although by these changes the most important benefits are to be looked for from the study of English Literature, would not be directly obtained, yet a way would be opened for early securing them. The Pupils would, at any rate, read the Writings of great men, instead of reading about them. If, in addition to what we have already suggested, time can be obtained, either by employing Monitors, or additional Teachers, or by remodelling the Time Table, for developing the full depth of the meaning of the Author, for arousing sympathy with lofty purposes and ennobling sentiments, for calling attention to beauties of thought and diction, and explaining allusions and difficulties, there will be nothing left to be desired.

The Culture afforded by the Study of Physical Science.—The culture afforded by the study of the Physical Sciences, though not so rich in the ethical element as that derived from the study of literature and history, is nevertheless valuable. The reverence for the truth, and the desire to know it, the conviction of the necessity for patience in investigation, and for caution in coming to conclusions, the appreciation of the beauty and the method of the universe, and the just apprehension of the soluble, or insoluble, problems that lie beyond the sphere of our present knowledge, which may be instilled by a skilful Instructor into the minds of the youth whose wonder has been excited by the marvels which Science unfolds, must render a Scientific Course properly conducted, an important means for developing the character and faculties of a human being. In regard to the direct utility of the knowledge imparted, the Physical Sciences are equalled by few subjects of study. We regret to report that the teaching of Science is not making progress in the Schools. For this there are many reasons of which perhaps the most important are the lack of Apparatus, and the impracticable character of the prescribed Programme of Studies. All places might advantageously follow the example of Whitby, and fit up a Science Room, that is, a Room to be devoted to the teaching of Science and furnished with the necessary Appliances and Apparatus. It cannot too often be inculcated that there can be no effective teaching of Chemistry without Illustrative Experiments. Effective teaching implies first of all a qualified

Teacher, and few of our Masters consider themselves well qualified to teach any of the Physical Sciences. Yet the number of Masters qualified to teach in this Department is increasing every year, and it is much to be regretted that where the Master is qualified, he is often compelled, if he wishes to teach Chemistry, to provide the Apparatus at his own expense. The public indifference to the claims of Physical Science is greater than the indifference of the Masters. Besides, three-fourths of the High School Boards either are so poor, or believe themselves to be so poor, that they will grumble if asked to expend ten dollars annually for Chemical purposes. The Trustees themselves should not be seriously blamed. They, in all likelihood, faithfully reflect the indifference or the poverty of the community which they represent. But the fact just stated furnishes an additional reason for the exercise of great caution in permitting the establishment of new High Schools.

The course of Physical Science prescribed in the Programme of Studies is defective in method, and it is beyond the capacity of the Schools to carry it out. It is not unreasonable for an Inspector to expect to find in each High School one Class tolerably well grounded in the principles of one Physical Science; it is unreasonable, under existing circumstances, to expect more in the majority of instances. Accordingly, the quantity of work prescribed by the Programme is too great; its defects of method are equally injurious, although not equally obvious. For instance, the introductory Course in Chemistry should consist not of a given number of pages of a prescribed Text Book, but of a series of Experiments illustrating its leading principles. The Class should linger over each Experiment until every inference capable of being deduced from it has been deduced and sufficiently discussed. If, in the course of explanation, any principle has to be laid down, and temporarily accepted on the authority of the Teacher, the method by which it may be experimentally proved should be clearly indicated. After a knowledge of the experimental method, and if some of the facts on which the Science of Chemistry is based, has in this way been acquired and the leading principles have been thoroughly impressed on the mind, the Class may enter on the systematic study of the subject with a reasonable hope of avoiding the utter bewilderment and confusion of ideas usually engendered in a child's mind by a headlong plunge into the mysteries of a Text Book. But although, in our opinion, that portion of the Programme which prescribes the Course in Physical Science requires remodelling, yet its framers have done well to recognize the importance of that department of inquiry. Although a too exclusive devotion to the study of Physical Science is apt, like an exclusive devotion to any other subject, to lead to intellectaul onesidedness, yet a man is hardly entitled to be called educated in this age of the world, who is ignorant of the nature of their methods of investigation, and of the leading conclusions which observations or experiments have established.

TORONTO, January, 1874.

J. A. McLELLAN,
J. M. BUCHAN,
S. ARTHUR MARLING,
} Inspectors.

CHAPTER XXXII.

ANNUAL REPORT OF THE NORMAL, MODEL, HIGH AND PUBLIC SCHOOLS IN ONTARIO, FOR THE YEAR 1873.

To His Honour the Honourable John Crawford, Lieutenant-Governor of the Province of Ontario.

I herewith present my Report to Your Honour on the condition of the Normal, Model, High and Public Schools of the Province of Ontario, for the year 1873, and for the thirtieth year of my incumbency.

I will now proceed to give a summary view of the condition of the High and Public Schools of Ontario, condensed from the Tables accompanying this Report:

I.—Table A.—Receipts and Expenditure of Public School Moneys.

1. The amount apportioned from the Legislative Grant was $224,935,—increase, $20,176. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books was $20,938,—increase $378.

2. The amount received from County Municipal Assessment was $601,351, showing a remarkable increase of $69,960.

3. The amount available from Trustees' School Assessment was $1,439,390,—increase, $207,289, being the largest increase in this item yet reported.

4. The amount from Clergy Reserves Moneys and from other sources, applied to School purposes in 1873, was $680,748,—increase, $139,289.

5. The Total Receipts for all Public School purposes for the year 1873 amounted to $2,967,365, or nearly three millions of dollars, shewing an increase of $437,094 over the total Receipts of the preceding year, being by far the greatest and most gratifying increase ever reported since the establishment of our Public School System. For the past three years the rate of increase has been,—for 1871, $180,106; for 1872, $405,799; and for 1873, $437,094. This being the result of the operation of the new School Act, is most encouraging, and speaks well for the educational prosperity of the Country.

6. As an evidence of the continued financial prosperity of our Public Schools, I insert tthe following interesting Table, showing the progressive increase in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total Receipts since 1860—the year in which the First School Law Amendment Act was passed. These facts strongly illustraite the growing interest felt in the prosperity of our Schools by the local School Authorities. The Table is as follows:—

——	1860.	1861.	1862.	1863.	1864.	1865.	1866.
	$	$	$	$	$	$	$
County Municipal Assessment	278,693	278,085	274,471	287,768	304,382	308,092	319,154
Trustees' School Assessment	556,682	587,297	620,268	631,755	659,380	711,197	760,366
All other Receipts	488,897	515,897	501,384	513,362	520,425	525,711	528,451
Total Receipts	1,324,272	1,381,279	1,396,123	1,432,885	1,484,187	1,545,000	1,607,971
Increase in total Receipts	14,452	57,006	14,843	36,762	51,301	60,813	62,970

——	1867.	1868.	1869.	1870.	1871.	1872.	1873.
	$	$	$	$	$	$	$
County Municipal Assessment	351,873	362,375	372,743	385,284	492,481	531,391	601,351
Trustees' School Assessment	799,708	855,538	890,834	951,099	1,027,184	1,232,101	1,439,390
All other Receipts	518,754	571,419	563,849	607,981	604,806	766,778	926,624
Total Receipts	1,670,335	1,789,332	1,827,426	1,944,364	2,124,471	2,530,270	2,967,365
Increase in total Receipts	62,364	118,997	38,093	116,938	180,106	405,799	437,094

The Expenditure on behalf of the Public Schools of Ontario.

1. The amount paid by Trustees for Salaries of Teachers in 1873, was $1,520,124—increase $148,529, a most gratifying increase, and showing a desire on the part of Trustees to give Teachers a fair remuneration.

2. For Maps, Globes, Prize Books and Libraries, $49,858,—increase, $2,059. The Legislative aid given to Trustees for these objects was $20,938.

3. For Sites and Building of School Houses, $609,113,—increase, $153,070. This unprecedented large increase is remarkable, and is no doubt due to that most salutary provision of the new School Law, which requires the Trustees to provide suitable Accommodation for all the Pupils in their School divisions. The great increase, during the past three years, (being for 1871, $54,333; 1872, $194,208; and 1873, $153,070) in the Trustees' Expenditure for Sites and School Houses, proves the impetus given to School House building by the new Act. The increased expenditure under this head, in 1870, was only $16,129. This expenditure of One hundred and fifty thousand dollars for Sites and School Houses in 1873, is a permanent increase in the value of Public School property, and indicates much additional material prosperity in the several neighbourhoods which were benefited by the expenditure.

4. For Rents and Repairs of School Houses, $138,076,—increase, $33,682.

5. For School Books, Stationery, Fuel, and other expenses, $287,354,—increase, $59,819. These "other expenses" are, doubtless, for Fuel and other contingencies.

6. Total Expenditure for all Public School purposes, $2,604,526,—increase, $397,161.

7. Balances of School Moneys not paid at the end of the year when the Returns were made, $362,839,—increase, $39,932.

II.—TABLE B.—SCHOOL POPULATION, AGES OF PUPILS, PUPILS ATTENDING PUBLIC SCHOOLS, AVERAGE ATTENDANCE.

The Statute requires that the Trustees' Returns of School population shall include the number of children between the ages of five and sixteen, resident in their School Division; but it confers the equal right of attending the Schools upon all residents in such divisions between the ages of five and twenty-one years.

1. The School population reported by Trustees, (including only children between the ages of five and sixteen years) was 504,869,—increase, 9,113.

2. The number of Pupils between the ages of five and sixteen years attending the Schools, was 439,466,—increase, 5,802. Number of Pupils of other ages attending the Schools, 21,518,—increase, 520. Total number of Pupils attending the Schools, 460,984,—increase, 6,322.

3. The number of Boys attending the Schools, 242,615,—increase, 3,767. The number of Girls attending the Schools, 218,369,—increase, 2,555.

4. The ages of Pupils are: 1,570, under five years of age; 222,712, between five and ten; 215,427, between ten and sixteen; 21,275, between sixteen and twenty-one.

5. The number reported as not attending any School is 12,480,—increase, 157. These were between the ages of seven and twelve years, which are the ages fixed by the new Law, during which all the children of a School Division should receive instruc-

tion in some School. The attention of Trustees, Parents and Inspectors, is called to this fact, in the hope that this ominous and humiliating item will soon be greatly lessened, or disappear, through the Christian and patriotic exertions of the people at large, aided by the new amendments in the School Act on the subject of Compulsory Education, which make it imperative on Trustees to give effect to the Law.

III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

1. This Table has been rendered necessary in consequence of the system of classification of Pupils which the new Programme has introduced into the Public Schools. It presents most striking facts, and shows the number of Pupils which have been put back from the higher Classes of the old system to the first (or lowest) Class under the new system. It also shows how faithful have been the County Inspectors in the discharge of this most unpleasant part of their duties, in carefully examining and classifying, according to their attainments, the Pupils in the various Schools.

2. Another gratifying fact is shown by this Table in the large number of Pupils who are reported as studying the additional subjects required to be taught by the new Public School Act.

3. The Table is referred to for further information in regard to the number of Pupils in each of the several subjects taught in the Schools—indicating, as noted, a gratifying increase in the numbers engaged in studying the higher branches of the Programme.

IV.—TABLE D.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,732 Schools reported, 5,642 Teachers have been employed,—increase, 166; of whom 2,581 are male Teachers,—decrease, 45; and 3,061 are female Teachers,—increase, 211. It will thus be seen that the number of female Teachers is year by year increasing, and that of males decreasing.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions:—Church of England, 903; Church of Rome, 675,—increase, 18; Presbyterians, (of different classes), 1,766,—increase, 139; Methodists (of different classes), 1,725,—decrease, 31; Baptists (of different classes), 325,—increase, 23; Congregationalists, 81,— decrease, 23; Lutherans, 20; Quakers, 17; Christians and Disciples, 39; reported as Protestants, 55; other persuasions, 27.

N.B.—Of the 675 Teachers of the Church of Rome, 406 are employed in the Public Schools, and 269 are Teachers of Roman Catholic Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated, or licensed, Teachers reported is 5,642,—increase, 166; Provincial Certificates, 1st Class, 245,—decrease, 62; 2nd Class, 839,—increase, 108; County Board Certificates of the Old Standard, 1st Class, 654,—decrease, 376; 2nd Class, 507,—decrease, 239; 3rd Class, 73,—decrease, 11; New County Board Certificates, 2,771; Interim Certificates, 553.

4. Number of Schools which have more than one Teacher, 502,—increase, 50.

5. *Annual Salaries of Teachers.*—The highest Salary paid to a male Teacher in a County, $660,—the lowest, $110 (!); in a City, the highest, $850,—the lowest, 500; in a Town, the highest, $1,000,—the lowest, $250; in an Incorporated Village, the highest, $700,—the lowest, $300. The average Salary of male Teachers in Counties was $323,—of female Teachers $229; in Cities, of male Teachers, $695,—of female Teachers, $276; in Towns, of male Teachers, $516.—of female Teachers, $251; in Incorporated Villages, of male Teachers, $468.—of female Teachers, $222. The average increase of male Teachers' Salaries for the Province during 1873 is $35 per Teacher; for female, $13 per Teacher: while the increase during 1873 is eminently satisfactory and a great improvement on preceding years, still there is no doubt that amongst the worst enemies to the efficiency and progress of Public School education,

are those Trustees and Parents whose aim is to get what they mis-call a "cheap Teacher," and who seek to haggle down the Teacher's remuneration to as near starvation point as possible, though, in reality, they are intellectually starving their own children and wasting their time by employing an inferior Teacher. Business men find it to their interest to employ good Clerks, as one good Clerk is worth two poor ones; and in order to obtain and retain good Clerks they pay them good Salaries. Experience has long shown the soundness of this business rule and practice in the employment of Teachers; yet how many Trustees and Parents, in School matters, abandon a rule on which not only the Merchant, but the sensible Farmer acts in employing Labourers, preferring to give higher wages for good Labourers than to give lower wages to poor Labourers. Good Teachers cannot be got for inferior Salaries.

V.—TABLE E.—SCHOOL SECTIONS, SCHOOL HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, PRIZES, TIME OF KEEPING OPEN THE SCHOOLS, PRAYERS, ETCETERA.

1. The whole number of School Sections reported, 4,805,—increase, 28, chiefly in new Townships. The number of Schools reported as kept is 4,732,—increase, 71, these also are mostly in new Townships.

2. The increase in number of School Houses was 74,143 Brick, 11 Stone, 84 Frame. There is a most satisfactory decrease in the number of Log-built School Houses there being no less than 164 of this class either demolished, or sold, while Stone, Brick, and Frame School Houses have been substituted.

3. The whole number of School Houses reported is 4,791, of which 1,133 are Brick, 463 Stone, 2,083 Frame, 1,112 Log.

4. *Titles to School Sites.*—Freehold, 4,466,—increase, 63; Leased and Rented, 325,—decrease, 11.

5. *School Visits.*—By Inspectors, 10,348,—decrease, 265; by Clergymen, 7,135,—decrease, 789; by Municipal Councillors and Magistrates, 2,029,—decrease, 59; by Judges and Members of Parliament, 332,—decrease, 37; by Trustees, 20,235,—increase, 951; by other persons, 41,829,—increase, 5,455. Total School visits, 81,908,—increase, 5,256. This does not indicate any great diminution of zeal and interest in Public School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent Parents to education their children.

6. *School Lectures.*—By Inspectors, 1,853,—decrease, 436; by other persons, 259,—decrease, 50. The Lectures delivered by other than Inspectors are, of course, voluntary; but the law provides that every Inspector shall deliver, under certain Regulations, a Lecture on Education in the School Sections under his charge. The large reduction in the number of Township Superintendents has, of course, to do with the falling off in the number of Lectures delivered. Many of the County Inspectors have suggested that in most cases it would be wiser to give the time to the Examination and Classification, and where required, to the actual organization of Schools. I trust soon to witness a revival of this most useful and appropriate means of stimulating local zeal in educational matters. It would be singular, indeed, if one Lecture a year, on some subject of educational requirement, or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of visits to Schools by the Inspectors was equal to the requirements of the law. Their effect has already been most salutary upon the Schools.

7. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, including the Holidays, was eleven months and seven days in 1873. This is nearly twice the average time of keeping open the Public Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts,—arising chiefly from our

making the apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such Schools,—that is according to the number of Pupils instructed in the Schools.

8. *Public School Examinations.*—The whole number of Public School Examinations was 10,347,—increase, 1,144; though less than two for each School. The law requires that there should be in each School a public Quarterly Examination, of which the Teacher should give notice to Trustees and Parents of Pupils, and to the School Visitors (Clergymen, Magistrates, etcetera), resident in the School Sections. I think the time has now arrived, (under the new and improved system inaugurated by the School Law and Regulations,) to make it my duty hereafter to withhold the apportionment of the School Fund from the Schools in which this provision of the law is violated. Good Teachers do not shrink from, or are indifferent to, Public Examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent Teachers shrink from the publicity and labour attendant on Public Examinations of their Schools. The stimulus to progress caused by such Examinations, together with tests of efficiency on the part of Teachers, and of progress on the part of Pupils, cannot fail to produce beneficial effects on Parents, Pupils and Teachers, as well as on the interests of general and thorough Public School Education; and such Examinations will doubtless, under the new and improved Programme of Studies, command a large attendance of Parents, Trustees and friends of the Pupils of the Schools.

9. *The number of Schools holding Public Recitations* of Prose, or Poetry by the Pupils was 3,056,—increase, 215. This exercise should be practised in every School, (and I am glad its use is increasing,) as it tends to promote habits of accurate learning by heart, improvement in Reading and Spelling, and is an agreeably and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a salutary influence upon the mind of Pupils and are happy interludes in the exercise on days of Public Examinations: and the more agreeable and attractive such exercises, as well as School Examinations, can be made, the more rapid and successful will school progress become.

10. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been distributed to reward and encourage meritorious Pupils is 1,801,—increase, 93,—there has also been an increase in the aggregate amounts of Prize Books applied for and sent out to the Schools. As noted in my former Report, I may remark that, in every instance, as far as I can learn, where the distribution of Prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the law in not holding Public Examinations of Schools,—the want of competence and industry in Teachers,—their not attending to and recording the individual conduct and progress of each Pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of Pupils. In other cases, there has been a desire to give something to every Pupil, without reference to either conduct or progress, in order that none may complian, thus defeating the very object of Prizes, and rejecting the principle on which the true system of Prizes is established, and on which the Divine Government itself is based, namely, rewarding every one according to his works. I may also here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of Prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is, therefore, contrary to every day practice in all the relations of life. If the distribution of Prizes is decided fairly according to merit there can be no just ground for dissatisfaction: and facilities are now provided and their employment prescribed, with a view to determine the merit of punctuality of good conduct, of diligence of proficiency on the part of each Pupil during each Term of the year,—a fourfold motive to exertion and emulation in everything that constitutes a good Pupil and a

good School. But the indifferent and flagging Teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient School; nor does he desire the test of a periodical examination of his Pupils by an Examining Committee to be applied to his teaching and management of the School. The objection that the distribution of Prizes to deserving Pupils excites the envy and hatred of the undeserving is a convenient pretext to protect and permit incompetence and indifference on the part of the Teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of Prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their sufferages those on whose merits they place the most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold Prizes from the most successful cultivators of Grains and Vegetables, and Fruits and Flowers, because of dissatisfaction among the envious of the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath (that is, improves what he hath,) shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order, or administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others; nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary Teachers, and the envious murmurings of negligent and unsuccessful Pupils and their too partial friends. Were the true principles, non-personal competition, as laid down in our system of Merit Cards, carried out by Teachers, very little objection would ever be heard against the plan of awarding Prizes in Schools.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive Catalogue of carefully selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at the reduced price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit Cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit Cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for punctuality; another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three, or four Prizes under each of these heads; and the Pupil, or Pupils, who get the largest number of Merit Cards under each head, will, at the end of the quarter, or half-year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of the Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, yet he can be as punctual, as diligent and maintain as good conduct, and so acquire distinction and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations or exercises which must be a just ground of satisfaction, not only to the Pupil, but also to his or her Parents and friends. There are two peculiarities of this system of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the Term, or half-year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by

rivalship at a single examination is avoided, and each Pupil is judged and rewarded according to his merit, as exhibited in his every day School life. The second peculiarity is, that the standard of merit is founded on the Holy Scriptures, as the mottoes on each Card are all taken from the Sacred Volume, and the illustrations on each Card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The Prize Book system, and especially in connection with that of Merit Cards, has a most salutary influence upon the School Discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

12. *Prayers and Ten Commandments.*—Of the 4,732 Schools reported, the daily exercises were opened and closed with Prayers in 3,910 of them,—increase, 207; and the Ten Commandments were taught in 3,028,—increase, 85. The law wisely provides that "no child can be compelled to be present at Religious instruction, reading or exercise, against the wish of his Parents, or Guardians, expressed in writing." The Religious instruction, reading and exercises, are like Religion itself, a voluntary matter with Trustees, Teachers, Parents and Guardians. The Council of Public Instruction provides facilities, even forms of Prayer, and makes recommendations on the subject, but does not assume authority to enforce or compel compliance with those provisions and recommendations. In some instances the Reading and Prayers may be according to the forms of the Roman Catholic Church; but generally, those exercises are Protestant. The fact that in 3,910, out of 4,732 Schools, Religious exercises of some kind are voluntarily practised, indicates the prevalent Religious principles and feelings of the people; although the absence of such Religious exercises in a School does not by any means indicate the absence of Religious principles, or feelings, in the neighbourhood of such School. There are many Religious persons who think the day School, like the Farm fields, the place of secular work, the Religious exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a Country, it is gratifying to see general and avowed recognition of them in the Public Schools. It is delightful to think that, (although in some few instances, this duty may be unworthily performed, yet) from so many humble shrines of learning the Prayer for Divine Wisdom and guidance goes up with faith to HIM who has promised to give "liberally" to them that ask Him and to upbraid them not.

13. *Text Books.*—In a previous Annual report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of Text Books for the Schools, but a uniform series of excellent Canadian Text Books, and the complete success of those measures. These Text Books are now universally used. Although it has been frequently stated that the Text Books of Schools were so often changed, I desire to state that up to the present time no changes have been made, but once, or twice, (in Arithmetic and Grammar) in twenty-five years.

14. *Maps, Globes, and other Apparatus.*—The Maps and Globes, and most of the other Apparatus used in the Schools are now manufactured in Ontario, forming a most interesting branch of Canadian manufacture. Blackboards are used in 4,599, (or nearly all) of the Schools,—increase, 18; Globes are used in 1,726 Schools.—increase, 142; Maps are used in 4,363 Schools,—increase, 272. Total number of Maps used in the Schools, 32,870,—increase, 2,123.

VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 170.—decrease during the year 1.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to the average attendance of Pupils, as compared with that at the Public Schools in the same Municipalities, was $12,450,—increase, $938. The amount apportioned and paid for the purchase of

Maps, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $907,—increase, $93. The amount of School Rates from the Supporters of Separate Schools, was $47,167,—increase, $6,033. The amount subscribed by Supporters of Separate Schools, and from other sources, was $22,745,—increase, $7,395. Total amount received from all coures was $83,269,—increase, $14,459.

3. *Expenditures.*—For payments of Teachers, $49,306,—increase, $3,482; for Maps, Prize Books and Libraries, $2,342,—increase, $626; for other School purposes, such as building, etcetera, $31,620,—increase, $10,351.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 22,073,—increase, 667. Average attendance, 11,123,—increase, 539.

5. The whole number of Teachers employed in the Separate Schools was 269,—increase, 15; male Teachers, 91,—increase, 4; female Teachers, 178—increase, 11. Teachers of religious Orders, male, 41,—increase, 12; female, 53,—decrease, 4.

6. The same Table shows the Branches taught in the Separate Schools, and the number of Pupils in each branch; also the number of Schools using Maps, Apparatus and Black-boards.

General Remarks.—1. It is proper for me again to repeat the remark, that the Public Schools of Ontario are Non-denominational. Equal protection is secured to, and enjoyed by every Religious Persuasion. No child is compelled to receive Religious instruction, or attend any Religious exercise or reading, against the wishes of his Parents, or Guardians, expressed in writing. I have known of no instance of proselytism in the Public Schools nor have I received, during the year, a single complaint of interference with Religious rights so fully secured by law.

2. According to the returns of the Religious Denominations of Teachers, as given in Table D and noted previously, the number of Roman Catholic Teachers of the Public Schools is 675, of whom 269 only are Teachers in Separate Schools. There were, therefore, 406, (increase during the year, 3), Roman Catholic Teachers employed in the Non-denominational Public Schools,—an illustrative proof of the absence of exclusiveness in the local as well as Executive Administration of the School System. I may also observe, that according to the Inspectors' Returns, for 1873, there were 504,869 children in Ontario between the ages of 5 and 16. Of these, according to the proportion of Roman Catholic population, at least 75,000 must be assumed to be the children of Roman Catholic parents. Of these 75,000 Roman Catholic children, only 22,073, (not one-third of the Roman Catholic School population), attend the Separate Schools; the other two-thirds (allowing even 10,000 as not attending any School) attend the Public Schools, in which no less than 406 Roman Catholic Teachers are employed; and yet not a complaint has been made of even an attempt at proselytism, or interference, with Religious rights guaranteed by law.

3. It is gratifying to be able to state that several of these Separate Schools are admirably managed, and are doing good service in their localities. The law has been fairly and equitably administered to them, and I hear of no complaint from them.

VII.—TABLE G.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS' FEES.

Receipts.—The balances reported from the preceding year, (that is, of moneys not paid out by the 31st of December, 1873), were $13,259,—increase, $2,960. The amount received by the High School Boards from the Legislative Grant for the Salaries of Teachers, was $77,126,—decrease, $1,803. The amount of Legislative Grant apportioned for Maps, Prize Books, etcetera, was $1,337,—decrease, $275. The amount of Municipal Grants in support of High Schools, was $96,650,—increase, $11,679. The amount received for Pupils' Fees, was $19,798,—decrease, $471. Balances of the preceding year and other sources, $39,627,—increase, $11,442. Total receipts, $246,801,—increase, $23,532.

Expenditures.—For Salaries of Masters and Teachers, $165,358,—increase, $23,-545; for Building, Rents and Repairs, $32,939,—increase, $1,579; for Fuel, Books and contingencies, $32,514,—decrease, $447; for Maps, Prize Books, Apparatus and Libraries, $3,402,—decrease, $466. Total Expenditure for the year 1873, $234,215,—increase, $24,209. Balances of moneys not paid out at the end of the year, $12,585,—decrease, $677.

Number of Pupils, 8,437,—increase, 469. *Number of Schools,* 108.

VIII.—Table H.—Number of Pupils in the Various Branches, and Miscellaneous Information.

Table H shows both the subjects taught and the number of Pupils in such subject in each of the High Schools, the names, University Degree, (or Certificate) of the Head Masters, and the number of Masters employed in each School, etcetera.

Number of Pupils.—In English Grammar and Literature, 8,445; in Composition, 7,990; in Reading, Dictation and Elocution, 8,356; in Penmanship, 7,489; in Linear Drawing, 3,397; in Book-keeping, 3,524; in Arithmetic, 9,261; in Algebra, 6,621; in Geometry, 3,974; in Christian Morals, 1,963; in Logic, 390; in Trigonometry, 201; in Mensuration, 2,654; in History, 7,557; in Geography, 7,163; in Natural Philosophy, 2,301; in Chemistry, 2,309; in Natural History, 2,792; in Physiology, 2,026; in French, 2,847; in German, 372; in Latin, 4,077; in Greek, 897; in Gymnastics and Drill, 558.

Of the School Houses, 57 were of Brick, 25 Stone, 22 Frame and 1 Concrete; 19 were rented, or leased, the remainder were freehold. Galt has the finest Play Ground of any of the High Schools,—it consists of 7 acres; Lindsay and Metcalfe, 6 acres; London, 5 acres; Barrie and Guelph, 4 acres. The other Play Grounds vary in size, the smallest being only $\frac{1}{8}$ of an acre,—or one-fourth of the minimum size required of the smallest Public School. The estimated value of each School House and Site varies from $35,000 and $30,000 (Toronto and Peterboro'), down to $100! (Vankleek-hill.)

66 High Schools were under Union High and Public Schools Boards; Kingston is the oldest, High School in Ontario, dating from 1791; Cornwall, 1806, Brockville, 1818; Niagara, 1828; St. Catharines, 1829. 1,847 Maps were used in the 108 High Schools; 63 Schools use the Bible; in 90 there were daily Prayers; 91 Pupils matriculated at some University during 1873; 502 Pupils entered mercantile life; 279 adopted Agriculture as a pursuit; 290 joined the learned professions; 622 went to other occupations. The number of Masters engaged was 252, nearly all the Schools having now additional Masters, a great improvement on the old system, when the great majority of the Schools were content with the services of but one Master. This great defect is now remedied, and the High Schools will be in a position to do more justice than formerly to the Pupils who attend them.

I shall revert to the subject of High Schools in a subsequent part of this Report. In the meantime I would refer to the admirable Report to me of the able Inspectors, Messieurs McLellan, Buchan and Marling, appended. (See Chapter XXXI).

In regard to the establishment of new High Schools, the Department has not encouraged their multiplication, unless it could be shown that their existence in the locality desiring them was a necessity, and that their proper standing and character could be maintained. With this view, the following conditions were laid down by the Department for establishing both High Schools and Collegiate Institutes:—

"Conditions for Establishing High Schools.

"The new School Law provides for the establishment and maintenance of three classes of superior English, or Classical Schools, videlicet:—

"I. High Schools for teaching Classical and English subjects,—in which Boys and Girls may be instructed together, or separately.

"II. HIGH SCHOOLS in which Boys and Girls may be instructed in English subjects alone.

"III. COLLEGIATE INSTITUTES, for giving instruction in Classical and English subjects, in which there shall be an average daily attendance of at least sixty Boys in Greek and Latin.

"Parties wishing to have a High School for either class in their locality, authorized by His Excellency the Lieutenant-Governor-in-Council, are requested to furnish the Education Department with the following information:—

"1. The distance of the proposed High School from the nearest adjoining High Schools.

"2. The population of the Town, or Village Municipality in which it is proposed to place the High School.

"3. The boundaries of the proposed new High School District, as fixed by the County Council, (with a copy of the proceedings of Council in the case).

"4. The amount of taxable property in such High School District.

"5. The description of the proposed High School Building, as regards—

"(*a*) Its situation; the extent of its Site; size of Play ground; and extent of outside convenience, etc.

"(*b*) Size, Site and description of the proposed Building; number of Class-rooms devoted to teaching; Room for Teacher; Hat, Clock, Map and Book Presses, etcetera.

"6. Written guarantee must be given to the Department by responsible parties, (1) That a suitable Building, distinct from the Public School House, (or, if in the Public School Building, on a separate flat, or in a separate wing), will be provided: (2) that at least two competent Teachers shall be employed in the proposed High School, and that no Preparatory Department will be introduced except in the manner provided by law.

"CONDITIONS FOR ESTABLISHING COLLEGIATE INSTITUTES.

"Trustees of High Schools who desire to have the title of COLLEGIATE INSTITUTE conferred upon their School by the Lieutenant-Governor, are requested to furnish the Education Department with the following information:—

"1. The name and designation of each Master employed in the School, and the number of his teaching hours per day.

"2. The name and designation of each Assistant Teacher, (if any,) and the number of his teaching hours per day.

"3. The aggregate attendance of Boys studying Latin, or Greek, during the whole of the previous civil year, and during the two Terms of the School preceding the application

"4 The daily average attendance of Boys in Latin and Greek during the periods named.

"5 The Income from all local sources during the preceding civil year.

"6. The description of the proposed Collegiate Institute Building, as regards—

"(*a*) Its situation and extent of its Site; description and size of the Building; and its state of repair.

"(*b*) The number of Rooms devoted to teaching purposes in it; and their sizes.

"(*c*) Description of Apparatus for illustrating Natural Philosophy and Chemistry; number and description of Maps, number of Volumes in Library (if any).

"(*d*) Size of Playground and extent of outside Conveniences, etcetera.

"7. A written guarantee must be given by the Trustees that no Preparatory Department, or Classes will be introduced except in the manner provided by law, and that the requirements of the Act and Regulations in regard to Collegiate Institutes will be fully complied with."

COLLEGIATE INSTITUTES AUTHORIZED BY THE GOVERNOR.

The Lieutenant-Governor has been pleased to confer upon the undermentioned High Schools the name and privileges of Collegiate Institute, in accordance with the provisions of the School Law of Ontario, videlicet:—

1. GALT. 2. HAMILTON. 3. PETERBORO'. 4. COBOURG. 5. KINGSTON. 6. ST. CATHARINES. 7. OTTAWA. 8. TORONTO.

IX.—TABLE I.—METEOROLOGICAL OBSERVATIONS IN THE HIGH SCHOOLS.

Of late years the practical value of the science of Meteorology, as I intimated previously, has been recognized by all civilized governments, and systems of simultaneous Observations have been widely established, the results of which must tend to

elucidate the laws which control Atmospheric Phenomena. The recent establishment of the Storm Signal Office at Washington, and the extension of the system to this Dominion, will, no doubt, exhibit fresh evidence of the practical value of Meteorological Observations. The daily weather reports and the "Probabilities" founded on the observations, have been most valuable, instructive and interesting. The system of "Drum Signals" established on the English Coast by the late Admiral Fitzroy, although not appreciated at first, has become a necessity, and, under the good providence of God, has been the means of averting great destruction of life and property. The Admiral, when head of the Meteorological Office in England, thus referred to the importance of returns of Temperature, and the especial need of Observations in British America:—"Tables of the mean Temperature of the Air in the year, and in the different months and seasons of the year, at above one thousand Stations on the Globe, have recently been compiled by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different Observers and at different times, should be brought together and co-ordinated, has conducted, as is well known, to conclusions of very considerable importance in their bearing on Climatology, and on the general laws of the distribution of Heat on the surface of the Globe. In regard to Land Stations, Professor Dové's Tables have shown that "data are still pressingly required from the British North American Possessions intermediate between the Stations of the Arctic Expeditions and those of the United States; and that the deficiency extends across the whole North American Continent, in those Latitudes from the Atlantic to the Pacific." A recent Return published under the authority of the Parliament of Canada evinces the gradual progress being made in the establishment of a complete Meteorological System for the Dominion, which cannot fail to be of great service to the cause of Science and to the great Agricultural as well as the Maritime interests of the Country.

The High School System of Ontario secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of observation, and the law authorizes the establishment and maintenance of a limited number of Stations, selected by the Council of Public Instruction, with the approval of the Lieutenant-Governor, at which daily Observations are taken of Barometric pressure, Temperature of the Air, Tension of Vapour, Humidity of the Air, Direction and Velocity of the Wind, amount of Cloudiness, Rain, Snow, Auroras, and other Meteoric Phenomena. The Observations are taken at 7 a.m., 1 p.m., and 9 p.m. The Instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education Office monthly, in addition to a weekly report of certain Observations, which is prepared for publication in any local newspaper the Observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the Observers' Reports, after strict examination, are arranged and preserved for further investigation.

In my Annual Report of 1867, the results of most of the Observations were presented in the form of synchronous curves, but, as the expense proved an objection, a synopsis is now given in figures. For the same reason the important Notes of the Observers are omitted.

I have pleasure in adding that the Observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the climatology of the Province are rapidly accumulating.

V.—Table K.—Normal and Model Schools.

The County Examinations held throughout the Province, in 1873, have demonstrated the great value and usefulness of the Normal School. Every one of its Students who was examined has acquitted himself well. Of the five who obtained First Class Certificates in July, 1873, three, and of the three who passed in December, 1873, all were Normal School Students. The great practical value of the instruction

given to the Students of that Institution by the Reverend Doctor Davies, the Principal, Doctor Carlyle and Mr. Kirkland, fully sustain the high reputation which the Institution has acquired throughout the Country. The whole system has been of late years brought to a degree of thoroughness and practical, efficiency, even in its minutest details, that I have not witnessed in any other Establishment of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the Entrance Examination, (which is always in writing) has been made increasingly severe. 122 of those admitted have been Teachers. The establishment of the third Mastership, with a view to give greater prominence to the subject of Natural Science, has had a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools, as required by the new School Act. The newly enlarged Buildings for the Model Schools have greatly added to the practical character and efficiency of these Schools of practice in the Normal School Course.

Of late years I have felt so impressed with the importance of increased facilities for Normal School training that I have suggested the advisability of establishing additional Normal Schools. I am glad that the subject has not been lost sight of, but that my suggestions will likely be carried out, and possibly two Normal Schools, in addition to the new one at Ottawa, may soon be established.

Table K contains three Abstracts, the first of which gives the gross number of applications, the number that had been Teachers before entering the Normal School, attendance of Teachers in training, Certificates, and other particulars respecting them during the twenty-four years' existence of the Normal School; the second Abstract gives the Counties whence the Students have come; and the third gives the Religious Persuasions of these Students.

Table K shows that of the 7,030 admitted to the Normal School, (out of 7,748 applications) 3,290 of them had been Teachers; and of those admitted, 3,562 were males, and 3,468 were females. Of the 3,562 male Candidates admitted, 2,362 of them had been Teachers; of the 3,468 female Candidates admitted, 1,050 of them had been Teachers. The number admitted the first Session of 1873 was 141, the second Session, 130,—total, 271. Of the whole number admitted, 114 were males, and 157 females. Of the male Students admitted, 76 had been Teachers; of the female students admitted, 46 had been Teachers.

XI.—Table L.—Other Educational Institutions in Ontario, 1873.

The Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must, therefore, be referred to in order to form an approximate idea of the state and progress of education throughout the Province. Table L contains an Abstract of the information collected respecting these Institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges (some of them possessing University powers), with 2,700 Students; 265 Academies and Private Schools, with 7,758 Pupils, which are kept open 10 months, and employ 429 Teachers. Total Students and Pupils, 10,458.

XII.—Table M.—Free Public Libraries.*

1. The amount expended in Library Books during 1873, was $3,834, of which one-half has been provided from local sources. The number of Volumes supplied was 5,367.

*As an instance of what practical use libraries may be in numberless directions, I would call attention to the following statement of the library enterprise of the American Seaman's Friend Society of New York City. The American Seaman's Friend Society has been engaged for several years in supplying sea-going vessels with libraries for the special use of the men in the forecastle. . . . They say, "The amount of good accomplished through these libraries is beyond computation. Sea captains pronounce them indespensable help in administering the ship discipline, while seamen acknowledge the personal obligation for what this work has done to ameliorate and elevate their condition. It has wrought, in some instances, the reformation of the whole crew: and everywhere abroad under its influence, intemperance, profanity and ignorance gave way to intelligence and morality, foreshadowing for our sailors a brighter future through a better informed and a more hopeful life."

2. The value of Public Free Libraries furnished to the end of 1873 was $147,081, —increase, $3,834. The number of Libraries, exclusive of subdivisions, 1,283.—increase, 57. The number of Volumes in these libraries was 258,879,—increase, 5,367.

3. Sunday School Libraries reported, 2,735. The number of Volumes in these libraries was 367,658.

4. Other Public Libraries reported, 164. The number of Volumes in these libraries was 128,765.

The total number of Public Libraries in Ontario, 4,182. The total of the number of Volumes in these Libraries, 755,302.

6. Number and classification of Public Libraries and Prize Books which have been sent out from the Depository of the Department from 1853 to 1873 inclusive. The Total number of Volumes for Public Free Libraries sent out, 258,879. The classification of these Books is as follows:—History, 44,660; Zoology and Physiology, 15,838; Botany, 2,904; Phenomena, 6,322; Physical Science, 4,951; Geology, 2,228; Natural Philosophy and Manufactures, 13,649; Chemistry, 1,597; Agricultural Chemistry, 797; Practical Agriculture, 10,051; Literature, 24,598; Voyages, 23,154; Biography, 29,476; Tales and Sketches, Practical Life, 73,142; Fiction, 1,849; Teachers' Library, 3,663. Total number of Prize Books sent out 627,590. Grand Total of Library and Prize Books, (including, but not included in the above, 19,807 Volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources, 977,217).

7. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these Libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under Regulations prepared according to law by the Council of Public Instruction. The Books are procured by the Education Department, from Publishers both in Europe and America, at as low prices for cash as possible; and a carefully prepared classified Catalogue of about 4,000 Works, (which have been approved by the Council of Public Instruction), is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive Catalogue the local Municipal and School Authorities desirous of establishing and increasing a Library, select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the Books at prices about from twenty-five to thirty-five per cent. cheaper than the ordinary retail prices, but an apportionment in Books of 100 per cent. upon the amount which they provide for the purchase of such Books. None of these works are disposed of to any private parties, except Teachers and School Inspectors, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the Catalogue yearly new and useful Books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every Public Library, and of the Books which have been furnished for it, so that additions can be made to such Libraries without liability to send second copies of the same Books.

XIII.—Table N.—Summary of the Maps, Apparatus, and Prize Books Supplied to the Counties, Cities, Towns and Villages During the Year.

1. The amount expended in supplying Maps, Apparatus, and Prize Books for the Schools, was $42,902; increase, $636. The one-half of this sum was provided voluntarily from local sources; in all cases the Books, or articles, are applied for and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 371; of Europe, 418; of Asia, 327; of Africa, 281; of America, 412; of British North America and Canada, 543; of Great Britain and Ireland, 224; of Single Hemispheres, 272; of Scriptural and Classical, 147; of other Charts and Maps, 534; of Globes, 214; of sets of Apparatus, 85; of other pieces of School Apparatus, 2,816; of Historical and other Lessons, in sheets, 27,121. Number of Volumes of Prize Books, 71,557.

2. It may be proper to repeat that the Map, Apparatus, and Prize Book branch of the School System was not established until 1855 . From that time to the end of 1873, the amount expended for Maps, Apparatus, and Prize Books, (not including Public Libraries), was $408,287, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the World furnished is 3,407; of Europe, 5,032; of Asia, 4,053; of Africa, 3,703; of America, 4,328; of British North America and Canada, 5,005; of Great Britain and Ireland, 4,335; of Single Hemispheres, 3,387; of Classical and Scriptural Maps, 3,110; other Maps and Charts, 7,252; Globes, 2,554; sets of Apparatus, 594; single articles of School Apparatus, 19,943; Historical and other Lessons in Sheets, 225,649; Volume of Prize Books, 699.147.

3. I also repeat the following explanation of this branch of the Department:—

The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Ontario, and at lower prices than imported articles of the same kind have been heretofore obtained. The Globes and Maps manufactured, (even the material), in Ontario contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mechanical Powers, Numeral Frames, Geometrical Powers, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with copies and Models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic Manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School Authorities all over the Country.

The following Tables will also be found of much interest in connection with this part of our School System.

(1) TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEARS 1851 TO 1873, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize & School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851.....	.....	.....	1,414	1,414
1852.....	.....	.....	2,981	2,981
1853.....	.....	.....	4,233	4,233
1854.....	51,376	.....	5,514	56,890
1855.....	9,947	4,655	4,389	18,991
1856.....	7,205	9,320	5,726	22,251
1857.....	16,200	18,118	6,452	40,770
1858.....	3,982	11,810	6,972	22,764
1859.....	5,805	11,905	6,679	24,389
1860.....	5,289	16,832	5,416	27,537
1861.....	4,084	16,251	4,894	25,229
1862.....	3,273	16,194	4,844	24,311
1863.....	4,022	15,887	3,461	23,370
1864.....	1,931	17,260	4,454	23,645
1865.....	2,400	20,224	3,818	26,442
1866.....	4,375	27,114	4,172	35,661
1867.....	3,404	28,270	7,419	39,093
1868.....	4,420	25,923	4,793	35,136
1869.....	4,655	24,475	5,678	34,808
1870.....	3,396	28,810	6,175	38,381
1871.....	3,300	30,076	8,138	41,514
1872.....	4,421	42,265	10,481	57,167
1873.....	3,834	42,902	7,010	53,746

(2) Books Imports into Ontario and Quebec.

The following Statistical Table has been complied from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books (not Maps or School Apparatus) imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
	Dollars.	Dollars.	Dollars.	Dollars.
1850.....	101,880	141,700	243,580	84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
½ of 1864....	93,308	127,233	220,541	4,668
1864–1865...	189,386	200,304	389,690	9,522
1865–1866...	222,559	247,749	470,308	14,749
1866–1867...	233,837	273,615	507,452	20,743
1867–1868...	224,582	254,048	478,630	12,374
1868–1869...	278,914	373,758	652,672	11,874
1869–1870...	220,371	351,171	571,542	13,019
1870–1871...	146,435	411,518	557,953	13,078
1871–1872...	212,644	477,581	690,225	20,315
1872–1873...	221,978	540,143	762,121	16,597

(3) The General Question Practically Discussed.

In every Country the interests of Education, at least in its elementary organization, are committed to the care and oversight of some Department of the Government. Experience proves the necessity of doing so. But it may be asked: "What is expected of such a Department in its administration of the School System?" "Is it the merely perfunctory duty of keeping a certain statutory machinery in motion, receiving formal Reports, and making the same in return, which is expected? Or is it the dealing with the great interest of popular education as if it were the nation's life blood, every pulsation of which indicated a healthy, vigorous growth of intellectual and moral life, or the torpidity of bare existence, maintained at large cost, but producing little fruit and no satisfactory returns?" The prevention of this latter, and the promotion of the former are, we think, the true objects for which Popular Education is especially entrusted to the care and oversight of a responsible Public Department. If it be so, the question then is, "How can this be best accomplished, and in what light should the Schools be regarded and treated, so as to bring about the best possible results?" whether as the joint property of the State and people, their interests should be paramount to private interests, or should they be treated merely as Institutions that should be made to subserve the interests of the trades and professions, whether it be of Booksellers, or of Private Schools, or Institutions for the training of School-masters.

(4) Practice and Opinions of American Educationists in regard to a Depository.

The Commissioner of Public Schools in the State of Rhode Island, in discussing the question of School Libraries in his Report, thus remarks:—

"The plan of providing such district School Libraries, adopted by the Parliament of Canada West in undoubtedly the wisest that has yet been acted upon. It is in short this:—The Parliament by vote appropriated a specific sum to purchase a suitable number of Books, Charts, and articles of Apparatus for Schools and School Libraries. This sum was expended under the direction of the Chief Superintendent of Public Education, and a large Depository of excellent and select Books for the reading of youth and older persons was made at the Office of Education. Whenever any School District, or Municipality wishes to form a Library, it may send to the Office of the General Superintendent a sum not less than five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such Books to the district as may, by a Committee, or otherwise, have been selected from the printed Catalogue of the Depository. Thus the Books that go into Libraries are Books that have been well examined, and contain nothing that is frivilous, or that could poison the morals of those who read them; the Libraries purchase them at the wholesale price, and of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the Booksellers for themselves, and at the same time they are stimulated to do something for themselves, as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

In my *Special Report* to the Legislature in 1858, in regard to the State of New York, I said:—

"The unsatisfactory working and declining state of the Public School Library System in the State of New York, is a sufficient illustration of the fruits of what is demanded by the Bookselling Assailants of our Public Library System, in a Country where the private Book trade is much more extended in its supplies and operations than in Upper Canada.

"Whether, therefore, our system of providing Public Libraries, as well as Maps, Globes and other School Apparatus, be considered in regard to the higher, or lower, grounds above stated, the conclusion is that which was expressed by the President of the American Association for the advancement of Education, at a late anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The Report says: 'The President made some remarks on the difficulty in the United States of procuring proper Libraries for Schools, and keeping out bad books and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Education Department at Toronto, Canada West.' "

Examples of the practice in the States, and in Nova Scotia, Australia, etcetera. (which are in the main similar to that in our own Province), will be found on pages 40 and 43 of the *Special Report* just quoted, and pages 100 and 101 of the *Journal of Education* for June, 1867.

(5) Cautions and Warnings of American Educationists

We have already cited the opinion of two prominent American authorities in favour of the Depository System adopted in this Province. In the *Journal of Education* for June, 1867, will be found Regulations similar in effect to those in this Province, which have been adopted in Michigan, Maryland, Nova Scotia and Australia.

We will now quote the following extracts from the Report of the Superintendent of Public Instruction for the State of Michigan on this subject. He says (after speaking of some other difficulties in carrying out their Library System):

"But the worse evil grew up in the systematic plans of Peddlers to palm upon the Libraries a mass of cheap, trashy and often pernicious literature. One or two, wealthy Booksellers kept their peddling Agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few Libraries were well selected and well kept; but so valueless for the public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change."

See illustration of the existence of this pernicious system of peddling in our Province, given in *The Globe's* Book Trade Review for 1862.*

These "wealthy" and other "Booksellers" here mentioned were determined, however, not to permit their "trade" to be interfered with by State authority, and their

* In *The Globe* Newspaper "Trade Review" for 1862, the Writer states that "for years the Country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the Province by a migratory tribe of itinerant Peddlers.

next course of action in the interest of the "trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools:—

"CAUTION.—School Officers are especially cautioned against travelling Book Peddlers, who pretending to the Agents of the State contractors, or asserting that they will sell cheaper than the contract prices, palm on to the Libraries inferior and cheap editions of the works selected, or of worthless Books in their places, and in common and frail bindings.

"Every Book on this list is contracted for at considerably less than the Publisher's retail price for the same in common binding, while the binding provided for by the contract is much more expensive, as well as durable binding, than ordinary cloth or even sheep binding.

"No Book Peddler can furnish these Books in equally good editions, and in equal binding, for the prices given in this Circular.

. . . . . .

"It is hoped that this simple and easy method of supplying the Libraries with Books will commend itself to the good sense of people, and will induce a more liberal support of these valuable agencies of popular education. It would be difficult to devise a more simple plan. It is like bringing a large Bookstore home to each district. A large list of good Books—more than twice as large as any Bookstore in the State can show—has been selected, with the aid of some of the best men in the State.

. . . . . .

"All orders for Books and stationery must be sent to the State Superintendent through the Secretary of the Board of School Commissioners, the Secretary keeping an account of the same," etcetera.

Mr. C. S. Stebbins, in his *Educational Needs of Michigan*, published in 1869, says:

"The founders of our School System thought Libraries indispensible to furnish reading to the young. We do not need them now so much to furnish reading as to secure the proper kind of reading. This, our present law, would do but for one fatal defect—a defect as fatal as would be the omission of the connecting rod in a Locomotive. . . . . And what kind of Books were they? Some good ones, doubtless; but generally it were better to sow oats in the dust that covered them than to give them to the young to read. Every year soon after the taxes were collected, the State swarmed with Peddlers with all the unsaleable Books of Eastern houses—the sensational novels of all ages, tales of piracies, murders and love intrigues—the yellow-covered literature of the world."

In the State of New York the Library system has, under the pernicious efforts of itinerant Vendors, as just pointed out, greatly declined. The New York *Teacher* thus gives some of the reasons for this decline:

"The Trustees refuse to be troubled with the care of the Library, thus consigning it to an unfavorable location in the Section, and often hide it in some dark corner of the garret, or stow it into some out-buildings where its only visitors are Rats, Mice and Spiders. The exercise a low and pernicious taste in the selection of Books. Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled Publishers, and the dry, uninstructive matter of some cheap old Book, usurp the place of the instructive, and elevating, the refining, the progressive issues of reputable publishing houses. They seem to regard it as a great evil that they cannot divert this sacred fund from its appropriate channel. Almost daily applications are made to the State Superintendent for permission to apply the Library money to the payment of Teachers' wages, and that, too, when the Section is destitute of many useful items of Apparatus; sometimes even of a Globe and Black board."

(6) STEPS TAKEN BY THE EDUCATION DEPARTMENT FOR ONTARIO TO SUPPLY OUR SCHOOLS WITH CHEAP AND USEFUL BOOKS, MAPS AND APPARATUS, ETCETERA.

It now remains for me to state what are the steps which have been taken by the Ontario Department to supply the Schools with Prize and Library Books, Maps and Apparatus. In 1850 and 1851, I went to England and the United States, and made special advantageous arrangements with Publishers there to furnish the Department with such Books, etcetera, as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when

the Deputy Superintendent was authorized to proceed to England to confer with the leading Publishers personally on the subject, which he did, and made arrangements with about fifty Publishers. From his Report to me on the result of his Mission, I make the following extracts. He says:

"Upon enquiry I found that none of the old Publishers were disposed to offer better terms than I have been enabled to make with them some years ago. The new Publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. With several of the Publishers I had some little difficulty, when I first called, to induce them to modify their terms. The alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two or three exceptions, to agree to an additional discount for cash of 2½, 5, 7½, or 10 per cent. (as the case might be) over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, videlicet:—7 as 6½, 13 as 12, 25 as 24. This additional discount will be quite sufficient to pay the Customs Duty which has recently been imposed upon Books coming into the Province, and thus enable the Department to supply the Schools with a very greatly increased variety of Books at the old rate, videlicet: on an average currency for sterling prices (*i. e.* 20 cents for the shilling sterling.)"

These arrangements for the purchase of Books, etcetera, having been explained in 1869 to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the Books are supplied to the Schools, the Committee reported to the House upon the facts as follows:

"Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are satisfactory and well fitted for securing the same on the most favorable terms. The mode of disposing of the books is equally satisfactory."

XIV.—Table O.—Superannuated and Worn-out Teachers of Public Schools.

1. This Table shows the age and service of each Public School Pensioner in Ontario up to the close of 1873, and the amount which he receives. The system, according to which aid is given to worn-out Public School Teachers, is as follows:—In 1853, the Legislature appropriated $2,000, which it afterwards increased to $4,000 and then to $6,000; on the adoption of the system of compulsory subscriptions, which increased the revenue of $11,800 for 1873 the vote was again increased, and for 1874 is $23,100 per annum, in aid of superannuated, or worn-out Public School Teachers. The allowance cannot exceed $6 annually for each year the recipient has taught School in Ontario. The recipient must pay a subscription to the Fund of $4 for the current year, and $5 for each year since 1854, if he has not paid his $4 any year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established) if he began to teach before that time. When a Teacher omits his annual subscription, he must pay at the rate of $5 for that year in order to be entitled to share in the Fund when worn out. The Legislative Grant is now sufficient to pay each Pensioner the full amount permitted by Law, and it is divided among the claimants according to the number of years each one has taught.

2. It appears from the Table that 292 have been admitted to receive aid, of whom 139 have died, have not been heard from, or have resumed teaching, or have withdrawn from the fund before or during the year 1873, the amount of their subscriptions having been returned to them.

3. The average age of the Pensioners in 1873, was 65 years; the average length of time of service in Ontario was 22 years. No time is allowed applicants except that which has been spent in teaching a Public School in Ontario; though their having taught Schools many years in England, Ireland, Scotland, or the British Provinces, has induced the Council in some instances, to admit applicants to the list of worn-out Public School teachers after teaching only a few years in this Province, which would not have been done had the Candidate taught, altogether, only a few years of his life.

Official Regulations in regard to the Superannuation Fund.

4. The Regulations for the administration of the Superannuated Teachers' Fund, adopted by the Council of Public Instruction, are as follows:—

(1) Teachers who became superannuated, or worn out, on or before the first day of January, 1854, and who produce the proofs required by law, of character and service as such, may share in this Fund according to the number of years they have respectively taught a Public School in Ontario by depositing with the Chief Superintendent of Education the preliminary subscriptions to the fund required by law.

(2) Every Teacher engaged in teaching since 1854, in order to be entitled, when he shall have become superannuated or worn-out, to share in this Fund, must have contributed to it at the rate of five dollars per annum for each year, from the time when he began to teach up to the time of his first annual subscription of four dollars, (as required by the Statute), for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears, or otherwise, can be received from those who have ceased to teach [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars.*]

(3) No Teacher shall be eligible to receive a Pension from this Fund, who shall not have become disabled from further service, while teaching a Public School, or who shall not have been worn out in the work of a Public School Teacher.

(4) All applications must be accompanied with the requisite Certificate and proofs according to the prescribed forms and instructions. No Certificate in favour of an Applicant should be signed by any Teacher already admitted as a Pensioner on the Fund.

(5) In case the Fund shall at any time not be sufficient to pay the several claimants the highest sum permitted by law, the income shall be equitably divided among them, according to their respective periods of service.

(6) Communications and subscriptions in connection with this Fund, are to be sent to the Chief Superintendent of Education.

The School Law provided that "On the decease of any Teacher, his wife, her husband, or other legal Representative, shall be entitled to receive back the full amount paid into the Superannuation Fund by such Teacher, with interest at the rate of seven per centum, per annum."

. . "Any Teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums paid in by him or her to the Fund." (through the Public School Inspector, or otherwise.)

XV.—Table P.—Educational Summary for 1873.

This Table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1873, was 5,124,—increase, 82: the whole number of Students and Pupils attending them was 480,679,—increase, 7,879: the total amount expended for all educational purposes was $3,258,125,—increase, $437,899: total amount available for educational purposes $3,633,550,—increase, $477,154.

XVI.—Table Q.—General Statistical Abstract of the Progress of Education in Ontario, from 1842 to 1873, Inclusive.

This most important Table is highly suggestive, it is only by comparing the number and character of Educational Institutions at different periods, the number of Students and Pupils attending them, and the sums of money provided and expended

* With respect to the arrears of subscription, it is to be observed that they can be paid at any time while the Teacher is still engaged in that capacity, not after he has ceased. No payment is required for any year during which the Teacher was not employed, or for any year prior to 1854, even if the Teacher was teaching before that time.

It is further to be remembered that payment of the arrears is not obligatory, but is to the interest of the Teacher, as the years (from 1854), for which there has been no subscription, will not be reckoned in making up the time of service for the pension.

In no case are subscriptions required except for the years of teaching, for which a pension will be earned.

for their support, that we can form a correct idea of the educational progress of a Country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them; and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items, as example. In 1842, the number of Public Schools was only 1,721. In 1851, this had increased to 3,001; and in 1873, to 4,832; and the number of Pupils attending them from 168,159 in 1851, to 460,984 in 1873. The amount paid for the support of Public Schools has been increased from $468,644 in 1851, to $2,604,526 in 1873, (not including balances not paid at the date of the local reports,) including the amount paid for the purchase, erection, repairs of School Houses and for other purposes, of which there are no reports earlier than 1850, but which at that time amounted to only $56,756, and $77,336 in 1851, but which in 1873 amounted to $1,084,403, making the aggregate actually paid for Public School purposes in 1873, with the balances available and not paid out at the date of the local reports, $2,967,365. These facts will be more clearly seen from the following Table, in addition to which may be added the Normal and Model Schools, the system of uniform Text Books, Maps, Globes, Apparatus (of domestic manufacture), Prize Books and Public Libraries:

Report for the year.	1850.	1851.	1860.	1861.	1865.	1866.	1867.
Number of Public Schools reported.....	3,059	3,001	3,969	4,019	4,303	4,379	4,422
Amount paid for Public School teachers' salaries.....	$ 353,716	$ 391,308	$ 895,591	$ 918,113	$ 1,041,052	$ 1,066,880	$ 1,093,516
Amount paid for erection, repairs of School-houses, fuel and contingencies,.....	56,756	77,336	264,183	273,305	314,827	320,353	379,672
Balance brought forward each year.....	24,016	16,893	164,498	189,861	189,121	220,738	197,147
Total amount available each year..	$434,488	485,537	1,324,272	1,381,279	1,545,000	1,607,971	1,670,335

Report for the year.	1868.	1869.	1870.	1871.	1872.	1873.
Number of Public Schools reported	4,480	4,524	4,566	4,598	4,661	4,832
Amount paid for Public School teachers' salaries.....	$ 1,146,543	$ 1,175,166	$ 1,222,681	$ 1,191,476	$ 1,371,594	$ 1,520,123
Amount paid for erection, repairs of School-houses, fuel and contingencies	441,891	449,730	489,380	611,819	835,770	1,084,409
Balance brought forward each year.	200,898	202,530	232,303	321,176	322,906	362,83
Total amount available each year..	$1,789,332	1,827,426	1,944,364	2,124,471	2,530,270	2,967,365

XVII. The Educational Museum.

This fourth branch of the Education Department is probably the most attractive, as it is both suggestive and instructive. The other three branches are: (1) The Department proper for the administration of the Laws relative to the Public and High Schools. (2) The Normal School for the training of skilled Teachers. (3) The Depository for the supply of Maps, Apparatus and Prize and Library Books.

Nothing is more important than that such an Establishment designed especially to be the Institution of the people at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the people.

Principal Contents of the Educational Museum.

The Museum consists of a collection of School Apparatus for Public and High Schools, of Models of Agriculture and other Implements, of specimens of the Natural History of the Country, casts of antique and modern statues and busts, etcetera, selected from the principal Museums in Europe, including the Busts of several of the most celebrated characters in English and French History, also, copies of some of the works of the great Masters in Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that "the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed that as "people of taste going to Italy constantly bring home beautiful copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be able to see, in the form of an accurate copy, some of the works of Raffaelle and other great Masters: an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Education Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by the means of Models, Objects and publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears from successive Reports, to be exerting a very salutary influence, while the School of Art, connected with it is imparting instruction to hundreds in drawing, painting, modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for

it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The more recent additions to the Museum may be referred to under the following heads:—

1.—ASSYRIAN AND EGYTIAN SCULPTURE. Of the exceedingly valuable collection of Sculptures with which Mr. Layard's explorations at Nineveh have enriched the British Museum, we have several of the most interesting casts authorized by the Museum. This selection includes, I. A colossal, human headed, winged Bull; II. A four winged Figure with Mace; III. Slabs representing (1) Sardanapalus I., with winged Human Figure and offerings, (2) the Eagle headed Deity (Nisroch) with mystic offerings, beside the sacred Tree, (3) an Attendant (Eunuch), with bow and arrows, etcetera, (4) Sardanapalus and Army besieging a City, (5) a royal Lion Hunt, (6) Sardanapalus II. at an altar pouring libation over dead lions, (7) Sardanapalus III., and his Queen feasting after the Lion Hunt, (8) a very striking slab representing a wounded Lioness, (9-11). Horses, Lions, male and female Figures; IV. Black Obelisk from the great Mound set up by Shalmaneser, (King of Assyria,) about 850 years B. C. I also procured V. Two most interesting Stones (recently added to the British Museum collection,) containing Records, in Cuneiform character, etcetera, of the Sale of Land, about 1120 B.C.; VI. Large Statue of Memnon; VII. Lid of large Sarcophagus; VIII. Side of an Obelisk from Temple of Thoth, (from Cairo); IX. Rosetta Stone, with inscription in honour of Ptolemy.

2.—CASTS OF GEMS, MEDALS, ETCETERA. (1) A beautiful set of (470) casts of the celebrated Poniatowski Gems. (A similar collection is in the Ashmolean Museum, at Oxford.) (2) A set of 170 Medals, illustrative of Roman History, the Emperors, etcetera; (3) a collection of medals of the Popes; (4) A set of the great Seals of England; (5) 38 Medals of the Kings of England; (6) 80 of the Kings, etcetera, France; (7) 24 of Roman Emperors, etcetera; (8) 250 modern celebrated men; (9) besides numerous casts of Medallions, Tazza, pieces of Armour, etcetera; (10) a beautiful collection of casts of Leaves, Fruit, etcetera; (11) about 60 Busts, life size, of noted modern characters, etcetera.

3.—IVORY CARVINGS, CHROMO-LITHOGRAPHS, PHOTOGRAPHS. From the collection of the Arundel Society, published in connection with the South Kensington Museum, have been procured, (1) a full set of 150 specimens Ivory Carvings, of various periods from the second to the sixteenth Century, in Fictile Ivory; (2) 60 Chromo-lithographs, beautifully coloured, illustrating Italian Art; (3) 573 photographs of National Portraits, illustrative of English History, including the Tudor period; (4) 400 miscellaneous photographs of Objects of Art, scenes, etcetera; (5) 170 Engravings of modern Sculpture.

4.—ELECTROTYPES OF ART TREASURES. Of the rich and beautiful collection of Elkington and Franchi's electrotypes of Art treasures in the South Kensington collection, we have only a small selection owing to the expense of the copies for sale.

5.—FOOD ANALYSIS. We were enabled to procure from the Authorities of the South Kensington Museum, a full set of the printed Labels of the numerous samples of Food Analysis exhibited in the Museum. We have specimens of the Analysis Boxes with glass covers, so as to enable us to form a similar collection, on a smaller scale, for our own Museum. This collection, when made, will form a most interesting and instructive study for the Farmer and food consumers.

6.—INDIA RUBBER MANUFACTURERS. Through the kindness of Messieurs Macintosh and Company, the India Rubber Manufacturers of Manchester, we obtained several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

7.—Naval Models. Beautiful models of War and Merchant Ships, Yatchts, and Boats, including a line of Battle ship, Steam Ram, and Steam Vessels.

8.—Miscellaneous. Greek, Roman and English Coins, with a few curiosities and specimens of Natural History, etcetera. Samples of Esquimaux dress, etcetera.

Some striking photographs of objects and places in India, from the India Office in London, and Models from the National Life-Boat Association.

The South Kensington Museum is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of Objects of Art, and of industrial and practical value, as well as of articles of *Vertu* of great historical interest. It is itself the parent Institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collections of Objects of Art which it sends to the local Exhibitions of those Schools of Art is most varied and interesting. This, it may well be said, is "Object Teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the Educational Authorities in England at present, as it has been for years to some extent on the Continent of Europe. Looking over these large and attractive popular Museums, it is gratifying that we have thus far been enabled by the liberality of our own Legislature, to keep pace in a humble degree with the great efforts which are now being systematically made in England to popularize Science and Art. These efforts are not only designed to promote this object, but at the same time they tend to interest and instruct the masses not only by cultivating the taste, but by gratifying and delighting the eye by means of well appointed Educational Museums and popular Exhibitions.

XVIII.—Report of the Inspectors of High Schools.

In connection with recent discussions on the condition of our High Schools, I desire to direct special attention to the Report of the Inspectors of High Schools, which will be found in Chapter XXXI. The Report of the Inspectors J. A. McLellan, LL.D., J. M. Buchan, M.A., and S. Arthur Marling, M.A., this year is alike replete, with practical remarks and suggestions; it points out most forcibly the defects of many High Schools, and shows clearly, in the interests of higher English, as well as of sound Classical education, the necessity of a thorough reform in the present system, as contemplated by the principal provisions of the High School part of the Act which were adopted in 1871 by the Legislative Assembly.

XIX.—Extracts from Reports of Inspectors of Public Schools.

In all of the most important Reports both in Great Britain and the neighbouring States, a large space is devoted to extracts from local Reports, as illustrating the practical working of the School System, the inner and practical life of the people in their social relations and development, and their efforts, and even struggles, in the newer parts of the Country, to educate their children. I have, therefore, appended to this Report the many excellent remarks which I have received from the Inspectors on the condition and working of our Public Schools.

Character of these Reports.—In reading over these Reports, one cannot fail to be struck with the comprehensive survey which the Inspectors take of the new ground which has been assigned to them as their educational field. Being many of them practical Teachers of considerable experience, who have risen in their profession, they have at once been able, with tact and discretion, to point out defects and to suggest means of remedying them. These Reports have, however, brought out into still stronger relief the following facts,—to which I adverted in my last report,—and which still impede the progress of the Schools in many parts of the country:—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficiency and stationary condition of the Schools in many places, does not arise from any complained-of defects in the School Law, or System, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the Settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age or wealth of the Settlement, but upon the spirit of the people. Some of the oldest Settlements of the Province are far behind the greater part of the newer Townships.

3. *Best Teachers the Cheapest.*—That the best made Shoes, and Waggons, and Fences, and Farm Tools are the most serviceable and cheapest in the long run, so the best Teachers, and School Houses and Furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of education and knowledge.

4. *Evils of the "Cheap" Teachers and Bad School House Accommodation.*—That the most serious obstacles to the education of children in many parts of the Country are bad School House Accommodation, and the employment of incompetent and miscalled "cheap" Teachers; the only remedy for which is requiring proper School House Accommodation, doing away with the lowest class of Teachers, and prescribing a minimum Teacher's salary, which will secure the employment and continuance in the profession of competent Teachers. That is what the Country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

In conclusion, I would say that last year, I entered somewhat fully into an exposition and justification of the various new features of our System of Public Instruction, which have been embodied in the "School Law Improvement Act of 1871." I did so with a view to furnish the many friends of our School System with the facts and reasonings illustrative of the necessity for the recent changes in our School Law, which had influenced me in endeavouring to embody in our School Law certain great principles which underlie and are common to every really comprehensive System of National Education. No intelligent person who has carefully read over the extracts which I gave of the views and proceedings of Educationists in other Countries can avoid coming to the conclusion, that to have done less than we have done, would be to place this Province in the rear rather than abreast of other educating Countries. They would have felt that I should have been recreant to my duty had I failed to strongly press upon the Government and Legislature the necessity of giving their highest sanction to the recommendation which I have made with a view to improve the School Law of this Province,—recommendations which were founded upon the knowledge and experience of the most accomplished Educationists of the present day.

After now fully thirty years' service, completed in the early part of this month, in promoting what I believed to be the best interests of our School System, I am more than ever profoundingly impressed with the conviction of the correctness of the views on these subjects which I expressed in my preliminary *Report on a System of Public Instruction for Upper Canada*, which I submitted to the Government in 1846.* It has been the purpose and aim of my life, since I assumed the direction of the Education Department, to give practical effects to these views, and, with the Divine favour, to secure and perpetuate to my Native Country the inestimable blessings of a free, comprehensive, Christian Education for every child in the land.

TORONTO, October, 1874. EGERTON RYERSON.

* This Report is printed on pages 140-211 of the Sixth Volume of this Documentary History.

CHAPTER XXXIII.

ESTIMATES FOR THE EDUCATIONAL DEPOSITORY SERVICE OF 1874.

I. The Treasury Accountant to the Chief Superintendent of Education.

I am directed by the Honourable the Treasurer of Ontario to request that you will be good enough to give instructions to have the Estimates of your Department for the year 1874 prepared and forwarded to this Office before the 30th of November.

W. R. Harris, Accountant.

II. The Chief Superintendent of Education to the Provincial Treasurer.

In accordance with your request made in your Accountant's Letter of the 30th ultimo, that the Estimates for this Department should be prepared by the 30th of November, I herewith transmit them, having prepared them with a view to the strictest economy in connection with the efficiency of the public service.

Maps, Apparatus, Library and Prize Books	$55,000 00
Salaries and Contingencies of the Educational Depository ...	9,450 00
	$64,450 00

The yearly Receipts from the Educational Depository, (paid into the Provincial Treasury), amount to about $33,000.00. The value of Books, Apparatus and other articles sent out from it to the Schools in 1872 was $57,167.00.

As the demand for Maps and Apparatus still continues to increase, I have suggested the addition of $5,000 to the Depository Grant.

Toronto, 28th November, 1873. Egerton Ryerson.

III. The Chief Superintendent of Education to the Provincial Treasurer.

I have the honour to submit the following remarks and supplementary School Estimates to your favourable consideration.

III. The necessity of the recommendations which I have to make arises from provisions which are proposed to be introduced into Mr. Attorney-General's School Bill of 1874, by which it is proposed to allow Municipalities and School Trustees to purchase under certain Regulations, Library and Prize Books from any Bookseller, and for the Education Department to pay such Bookseller one-half of the price of such Books. This Department has never paid any money in granting the one hundred per cent. on purchases in the Depository, but has given that one hundred per cent. either in Books or School Maps and Apparatus, as desired by Municipalities, or School Trustees. Under the proposed provisions of Mr. Mowat's School Bill, it will be necessary, therefore, to provide for this new expenditure in money, which I estimate will be about $10,000; at least that sum should be provided for.

During the past year, $53,000 worth of Books, Maps and Apparatus was sent out to Municipalities and Trustees of Schools; and the Estimate for the Depository this year is, therefore, $55,000,—a sum which will likely be exceeded by the demands of the Municipalities and School Trustees, irrespective of what I may have to pay for their purchases from Booksellers.

I may add that nearly $20,000 of last year's appropriation was expended in the manufacture of School Maps and Apparatus in this City. I think about $25,000

additional will have to be expended this year in the same way to meet the demands of the Public and High Schools.

TORONTO, 30th January, 1874. EGERSON RYERSON

NOTE. No reply to the foregoing Letter was received.

IV. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER

I have the honour to state that as you have not replied to my Letter of the 30th ultimo, I assume that you do not concur in my recommendation, to propose in the Estimates the sum which I felt necessary for the requirements of the Educational Depository for the current year, I desire respectfully to offer a few additional reasons which, (as I hope), will induce you to insert the required sum of $5,000 additional in the Supplementary Estimates for this important branch of the Department.

The Expenditure in making purchases for the Depository in 1872 amounted to $43,446, and in 1873 to $49,934,—total $93,380. Of this sum, (as granted by the Legislature), $64,203 were in these two years returned by me into the Provincial Treasury, leaving the net actual expenditure out of the Revenue for the two years at only $29,117, or, on an average, of not quite $15,000 for each year. During the same period of two years, Books, Maps, Apparatus, etcetera, to the value of $100,964 were despatched to the Schools, making an annual average drain on the Depository resources of upwards of $55,000 worth of material, which, of course, must be kept up. Owing to this drain on the Depository during 1872 and 1873, the Grant of last year was scarcely sufficient to keep the Stock in the Depository up to that degree of completeness and variety which was absolutely necessary to meet the demands upon it. Thus I had last year to make some extra purchases of Prize Books for the Christmas distribution to the amount of about $4,000,—the invoices of which were sent into your Department for payment out of this year's Grant. In addition to these $4,000, the manufacture of Maps, Apparatus, etcetera, in this City, partly under contract now, will amount to about $20,000 more, leaving only $26,000 of the Grant mentioned in the Estimates, to defray the cost of all the other purchases for the Depository. Even when the new system in regard to the Depository comes into operation, its stock must, of course, be kept up to the average amount, so as to enable it to supply all demands upon it, should School Trustees and Municipal Councils prefer to obtain their supplies from the Department.

You will thus see that during the last two years, by means of Grants out of the Public Revenue to the net amount of $29,117, (irrespective of the small sums for Depository Salaries, and Contingencies), the Educational Depository of this Department has provided the Public and High Schools with $100,964 worth of Maps, Apparatus, and Books for the School Libraries and Prizes.

I, therefore, respectfully submit that this branch of the public service ought not to be crippled in its operations, but that it be provided with the means of promoting them, according to the constantly increasing demands of Schools upon it.

TORONTO, 24th February, 1874. EGERTON RYERSON

NOTE. No reply to the foregoing Letter was received.

V THE TREASURY ACCOUNTANT TO THE CHIEF SUPERINTENDENT OF EDUCATION

I am directed by the Honourable the Treasurer to enclose to you a copy of the Estimates for the year 1874, and to request that you will be good enough to make any alterations, or additions in it, so far as your Department is concerned, which you may think proper, in order that they may be included in the Supplementary Estimates.

TORONTO. 12th March, 1874. W. R. HARRIS, *pro* Treasurer.

VI. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have the honour, in reply to your Letter of the 12th instant, to enclose herewith a summary statement of the new Educational Estimates which I have submitted to you on various occasions this year, with a view to have them approved by you, and placed in the Supplementary Estimates of the year. I trust that they, and the omitted ones, may be adopted.

By reference to the items mentioned under the several heads, you will see that the sums asked for this year were very little in advance of, (and some less than), those of last year, varying as they do on a number of items from $170 to $1,840 in the aggregate. Thus, on four items, under the head of Depository Contingencies, the additional amount asked for was only $170; and for the Salaries of seven Persons in the Depository, the aggregate amount asked for was only $360.

. . . . . .

7. As the value of articles sent out from the Depository since the 1st January of this year amounts to the large sum of $13,500, and the demand still keeps up, I find that $5,000 will not be sufficient for this service, but that we shall require at $10,000. You will remember that of the $50,000 voted for the Depository this year $4,000 had to be paid for extra purchases, which had to be made last year, leaving only $46,000 for the service of the year 1874. We shall, therefore, require the additional $10,000.

It is to be observed that the appropriations for the Depository are more apparent than real, as we pay back more than one-half of the amount of the Grant. We expect to pay back from the Depository alone this year not less, perhaps more, than $35,000.

. . . . . .

STATEMENT OF NEW SUPPLEMENTARY ESTIMATES OF THE EDUCATION DEPARTMENT FOR 1874.

(Reasons for which were given in Letters from the Education Department to the Honourable the Treasurer, dated respectively 30th January, 24th February, and 11th March, 1874).

Maps, Apparatus, Library and Prize Books, to pay for Books purchased from Booksellers, half price	$10,000
Additional to supply Depository Stock	10,000
	$20,000

TORONTO, 16th March, 1874 EGERTON RYERSON.

CHAPTER XXXIV.

EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY, 1874.

January 8th, 1874. His Honour the Lieutenant-Governor was pleased to open the Session of the Legislature by the usual Speech from the Throne, in which he said:—

The School Bills, to which your attention was invited by my Predecessor last year, will again, with some alterations and additions, be submitted for your consideration. The propriety of modifying the conditions on which Government aid has hitherto been given towards the purchase of Libraries and Prize Books is among the amendments to which your attention may be directed.

January 9th, 1874. The Order of the Day for taking into consideration the Speech of His Excellency the Lieutenant-Governor having been read.—

Mr. H. A. Hardy moved, seconded by Mr. P. Patterson, That an humble Address be presented to His Honour the Lieutenant-Governor, to thank him for his gracious Speech.

That we shall respectfully consider the School Bills, to which our attention was invited by His Honour's Predecessor, and which are again, with some alterations and additions, to be submitted for our consideration; and the propriety of modifying the conditions on which Government aid has hitherto been given towards the purchase of Libraries and Prize Books will receive our attention.

January 13th, 1874. The following School Bill was introduced, and read the First time:—

Bill, (Number 3), intituled: "An Act to amend the Public and High School Laws" —By the Honourable Attorney-General Mowat.

January 14th, 1874. A Petition was received and read:—Of the County Council of Huron, praying for certain amendments to the School Act.

The Honourable S. C. Fraser presented to the House, by command of His Honour the Lieutenant-Governor:—

Report of the School of Practical Science for the year ending on the 31st of December, 1873.

January 16th, 1874. A Petition was received and read:—Of Mr. William Munsie and others, of King, praying for certain amendments to the School Act.

The House, according to Order, resolved itself into Committee of Supply, and made the following Grants to Education:—

	$ cts.
Public and Separate Schools	6,000 00
Poor Schools	1,000 00
Public School Inspection	500 00
Collegiate Institutes and High Schools	42,000 00
Inspection of High Schools	1,200 00
County Teachers' Examinations	500 00
Teachers' Institutes	1,000 00
Superannuated Teachers	500 00
Normal and Model Schools	4,322 00
Educational Museum	1,000 00
Journal of Education	567 00
Maps, Apparatus, etcetera	10,000 00
Educational Depository Contingencies	1,610 00
Education Office Contingencies	3,070 00

February 3rd, 1874. The following Petitions were received and read:—Of the Trinity College School at Port Hope, praying that an Act may pass to amend their Act of Incorporation; of Mr. David Gibson, and others, of Wolfe Island, praying for certain amendments to the School Law.

The Honourable S. C. Fraser presented to the House, by command of His Honour the Lieutenant-Governor:—The Annual Report of the Normal, Model, High and Public Schools of Ontario for the year 1872.

February 5th, 1874. The following Petition was received and read:—Of Mr. Robert Coverdale and others; also, of Mr. Clement Lambier and others, all of North Cayuga, severally praying for certain amendments to the School Act.

Mr. C. Clarke, (Wellington), from the Committee on Printing, presented their First Report, which was read as follows:—

Your Committee recommend that the following Documents be printed:—Report of the Normal, Model, High and Public Schools; Report upon the School of Practical Science.

Resolved, That this House doth concur in the First Report of the Committee on Printing.

The Honourable S. C. Fraser presented to the House, by command of His Honour the Lieutenant-Governor:—Return of Report of the Senate of the University of Toronto, for the Academic Year 1872-73.

February 6th, 1874. The following Petition was received and read:—Of Mr. P. D. Bootn and others, of Ernestown; also, of the Township Council of Ernestown; also, of the Village Council of Bolton, severally praying for certain amendments to the School Act.

Mr. H. M. Deroche, from the Committee on Standing Orders, presented their Second Report, which was read as follows:—

Your Committee having examined the following Petition, find that the Rules of the House have been complied with:—

Of Trinity College School, Port Hope, praying for an Act to amend their Charter.

The following Bill was introduced and read the first time:—

Bill, (Number 22), intituled:—"An Act to incorporate the Trinity College School at Port Hope."—Mr. A. T. H. Williams, (Durham).

February 9th, 1874. The following Petition was received and read:—Of Mr. James T. Burnet and others, of Dumfries; also, of Mr. Edward Barker and others, of Ingersoll, severally praying for certain amendments to the School Act.

February 11th, 1874. The following Petition was received and read:—Of the County Council of Peel; also, of the School Board of Belleville, severally praying for certain amendments to the School Act.

February 12th, 1874. The following Petitions were received and read:—Of Mr. William Reambly and others, of Stamford; also, of Mr. John Bennett and others, of Wentworth; also, of Mr. James McQueen and others, of Wentworth; also, of the County Council of Middlesex; also, of the School Board of Fergus, severally praying for certain amendments to the School Act; of the School Board of Cobourg, praying that an Act may pass to authorize them to sell certain lands: of Mr. Chester Draper and others, of Whitby, praying that an Act may pass to incorporate the Ontario Ladies' College.

February 13th, 1874. The following Petitions were received and read:—Of the County Council of Lincoln; also, of the County Council of Middlesex, severally praying for certain amendments to the School Act.

Mr. H. M. Deroche, from the Committee of Standing Orders, presented their Fifth Report which was read as follows:—Your Committee having examined the following Petition, find that the Rules of the House have been complied with:—Of the School Board of Cobourg, praying for an Act to authorize them to sell certain Lands.

Mr. C. Clarke (Wellington), from the Committee on Printing, presented their Second Report which was read as follows:—Your Committee recommend that the following document be not printed:—Report of the Senate of the University of Toronto for the year 1872-73.

The following Bill was introduced, and read the first time:—Bill, (Number 68), intituled: "An Act to vest certain Lands in the High School Board of the Town of Cobourg, and to empower them to sell the same."—Mr. C. Gifford.

February 16th, 1874. The following Petition was received and read:—Of the Township Council of Brant, praying that no change be made in the School Act as regards High School Districts.

Mr. H. M. Deroche, from the Committee of Standing Orders, presented their Sixth Report which was read as follows:—Your Committee, having examined the following Petition, find that the Rules of the House have been complied with:—Of Mr. Chester Draper and others, of Whitby, praying for an Act to incorporate the Ontario Ladies' College.

The following Bill was introduced, and read the first time:—Bill, (Number 81), intituled: "An Act to incorporate the Ontario Ladies' College."—Mr. A. Farewell.

February 17th, 1874. The following Petitions were received and read:—Of the County Council of the United Counties of Northumberland and Durham; also, of the County Council of York, severally praying for certain amendments to the School Act.

The Order of the Day, for the Second Reading of Bill, (Number 3), to amend the Public and High School laws, having been read, and a Debate having arisen, it was,—

Ordered, That the Debate be adjourned until to-morrow.

February 18th, 1874. The following Petition was received and read:—Of Mr. William McCurdy and others, of Goulbourn, praying for certain amendments to the School Act.

February 19th, 1874. The following Petitions were received and read:—Of Mr. Peter Gordon and others, of Oro; also, of the School Board of Berlin; also, of the County Council of Norfolk, severally praying for certain amendments to the School Act.

On the motion of the Honourable Attorney-General Mowat, seconded by the Honourable Treasurer Crooks, it was,—

Ordered, That Messieurs McLeod and Calvin be added to the Select Committee on Bill, (Number 3), "To amend the Public and High School Laws."

February 25th, 1874. On motion of the Honourable Attorney-General Mowat, seconded by the Honourable Treasurer Crooks, it was,—

Ordered, That, in order to facilitate the business before the Select Committee to whom was referred Bill, (Number 3), "To amend the Public and High School Laws of Ontario, Rule Number 78 be suspended, and that the number of Members required to constitute a quorum of the Committee be reduced to nine, instead of a majority.

February 26th, 1874. The following Petition was received and read:—Of the County Council of Wentworth, praying for an enquiry into the condition and general management of the Provincial Normal School.

The Honourable J. G. Currie, from the Standing Committee on Private Bills, presented their Fourth Report which was read as follows:—Your Committee have considered the following Bill, and report the same without amendment:—Bill, (Number 22), To amend the Act intituled: "An Act to incorporate the Trinity College School at Port Hope.

February 27th, 1874. The following Bill was introduced, and read the First time:—Bill, (Number 131), intituled: "An Act respecting Industrial Schools."—The Honourable Attorney-General Mowat.

March 2nd, 1874. The following Bill was read the Second time:—Bill, (Number 22), To incorporate the Trinity College School at Port Hope. It was referred to a Committee of the whole House for To-morrow.

March 5th, 1874. The following Bill was read the Third time, and passed:—Bill, (Number 22), To incorporate the Trinity College School at Port Hope.

March 6th, 1874. The Honourable Attorney-General Mowat, from the Select Committee, to whom was referred Bill, (Number 3), To amend the Public and High School Laws of Ontario, presented their Report which was read as follows:—Your Committee have examined the Bill to them referred, and report the same with certain amendments.

The following Bill was read the second time:—Bill, (Number 131), Respecting Industrial Schools. It was referred to a Committee of the whole House for To-morrow.

March 9th, 1874. Mr. Speaker informed the House:—That the Clerk had received from the Judges appointed to inquire into, and report on, Estate Bills, their Reports in the following cases:—Bill, (Number 68), To vest certain Lands in the High School Board of the Town of Cobourg, and to empower it to sell the same. The reasons which induced Mr. Ebenezer Perry to make a gift of the Lands, for the alienation of

which Legislative sanction is now sought, ought, in the opinion of the undersigned, to be respected. The objects proposed by him to be accomplished may be disappointed, if the Land given by him for one purpose is sold and devoted to another purpose. Having been accepted upon a particular trust, it seems only just that the trust should be carried out, or, failing that, that the Land should revert to the Donor.

TORONTO, March 9th, 1876. J. G. SPRAGGE, C.
S. H. STRONG, V.C.

On motion of Mr. D. Sinclair, seconded by Mr. H. Finlayson,

Resolved, That an humble Address be presented to His Honour the Lieutenant-Governor, praying His Honour to cause to be laid before this House, Copies of all Rules, Regulations and Instructions issued by the Council of Public Instruction for the guidance of Teachers, Trustees and Inspectors; and all other Rules, Regulations and Instructions passed by the Council of Public Instruction for the purpose of carrying out the provisions of the School Law, and the dates when they were passed.

On motion of Mr. G. McManus, seconded by Mr. J. G. Grange, it was,—

Resolved, That an humble Address be presented to His Honour the Lieutenant-Governor, praying His Honour to cause to be laid before this House, 1st. Copies of all Correspondence between the Inspector of Schools for the County of Peel to and from Doctor Ryerson, Chief Superintendent of Education, or to any other Person in the Education Office, at Toronto, relating to taking a number of Lots from School Section Number Six, Albion, and attaching the same to Union School Section Number thirteen, Albion and twenty, King.

2nd. All Correspondence in Doctor Ryerson's possession from the Trustees of School Sections Numbers six and thirteen, Albion, and others, (if any), relating to the same.

3rd. The Chief Superintendent's decision in the case of the 7th of October, and of the 18th of November respectively.

4th. All Correspondence between the Inspector of Peel, (Mr. D. J. McKinnon) to the Inspector of North York (Mr. D. Fotheringham), and Mr. Fotheringham to Mr. McKinnon, now in their possession, which has not been sent to the Education Office, including a protest signed by Mr. George Jones, and placed in Mr. Fotheringham's hands as Chairman of a Meeting held last December, at Bolton Village, also Mr. McKinnon's to any other person.

5th. All Affidavits relating to the above, now in Doctor Ryerson's possession, particularly those sworn to between the 7th of October and the 18th of November, also the Affidavits since made, and now in his possession.

March 10th, 1874. On motion of the Honourable Attorney-General Mowat, seconded by the Honourable Treasurer Crooks.

Resolved, That this House will To-morrow resolve itself into a Committee to consider the following Resolutions:—

1. That it is expedient that, every Teacher, who, while engaged in his profession, contributes to the Superannuated Teachers' Fund, as provided by law, shall on reaching the age of sixty years, be entitled to retire from the profession at his discretion and receive an allowance, or Pension, at the rate of six dollars per annum for every year of such service in Upper Canada, or Ontario, upon furnishing to the Council of Public Instruction satisfactory evidence of good moral character, of his age, and of the length of his service as a Public, or High, School Teacher in Upper Canada, or Ontario; and such Pension may be supplemented out of local funds by any Public, or High, School Board, or Board of Education, at its pleasure.

2. That it is expedient that, every Teacher under sixty years of age, who has contributed as aforesaid, and who is disabled from practising his professoin, shall be entitled to a like Pension, or local supplementary allowance, upon furnishing the like evidence, and upon furnishing, from time to time, in addition thereto, satisfactory evidence of his being disabled.

3. That it is expedient that every Teacher entitled to receive an allowance from the Superannuated Teachers' Fund, who holds a First, or Second, Class Provincial Certificate, or who is an authorized Head Master of a High School, or Collegiate Institute, shall, in addition to said allowance, or Pension, be entitled to receive a further allowance of one dollar per annum for every year of service while he held such Certificate, or while he acted as Head Master of a High School, or Collegiate Institute.

4. That it is expedient that the retiring allowance shall cease at the close of the year of the death of the Recipient, and may be discontinued at any time should the pensioned Teacher fail to maintain a good moral character, to be vouched for, (when required,) to the satisfaction of the Council of Public Instruction.

5. That it is expedient that, if any pensioned Teacher shall, with the consent of the Council, resume the profession of teaching, the payment of his allowance shall be suspended for the time of his being so engaged; and, in case of his again being placed by the Council on the superannuation list, a Pension for the additional time of teaching shall be allowed him, on his compliance with the Law and Regulations.

The House according to Order again resolved itself into Committee of Supply. (In the Committee, it was,—)

Resolved, That there be granted to Her Majesty, for the service of the year 1874, the following sums:—

To defray the expenses of Public and Separate Schools $240,000 00

To defray the expenses of the Inspection of Public and Separate Schools, as follow:—

	$ cts.	
4,800 Schools and Departments at $5	24,000 00	
Additional cost of inspecting and organizing Schools in the Algoma, Nipissing and other remote Settlements	2,500 00	
Printing Inspectors' Annual and Special Reports, including paper	450 00	
Postages, Stationery and Contingencies	400 00	
Total		$27,350 00

To defray the expenses of Schools in new and poor Townships 6,000 00

To defray the expenses of Collegiate Institutes and High Schools, as follows:

	$ cts.	
Existing High Schools	72,000 00	
New High Schools	2,500 00	
Collegiate Institutes	7,500 00	
Total		$82,000 00

To defray the expenses of the Inspection of Collegiate Institutes and High Schools, as follows:—

	$ cts.	
Three Inspectors	6,000 00	
Office and Inspectors' Stationery, Printing, Examination Papers, Postage and Contingencies	1,180 00	
Total		$7,180 00

To defray the expenses of the County Examinations of Public School Teachers, as follows:—

	$ cts.	
Central Committee of Examiners	800 00	
Printing Examination Papers, forms of Certificates, etcetera	750 00	
Postages, Stationery and Contingencies	385 00	
Total		$1,935 00

To defray the expenses of County Teachers' Institutes, including $300.00 for Printing, Stationery and Contingencies...	$2,800 00
To defray the expenses of Superannuated Public School Teachers	$23,100 00

To defray the expenses of the Normal and Model Schools, as follows:—

Salaries:

	$ cts.	
The Principal	2,000 00	
Mathematical Master	1,500 00	
Science Master	1,500 00	
Writing and Book-keeping Master	900 00	
Drawing Master	400 00	
Music Master	400 00	
Gymnastic Master	300 00	
Head Master of Boys' Model School	1,100 00	
First Assistant	900 00	
Second Assistant	700 00	
Third Assistant	600 00	
Head Mistress of Girls' Model School	900 00	
First Assistant	700 00	
Second Assistant	600 00	
Third Assistant	550 00	
Clerk of the Normal and Model School	600 00	
Head Gardener and Keeper of Grounds	410 00	
First Engineer	410 00	
Second Engineer	400 00	
Third Engineer	360 00	
Janitor of the Normal School	420 00	
Janitor of Boys' Model School	410 00	
Janitor of Girls' Model School	400 00	
Assistant Gardener	400 00	
Contingencies:		
Half cost of Stationery and Text-books, (the other half is paid by the Students)	2,500 00	
Half cost of Maps, Apparatus and Library Books (the other half is paid out of the Library, Map and Apparatus Grant)	550 00	
Half cost of Prize Books for Model School Pupils (the other half is paid out of the Library, Map and Apparatus Grant)	250 00	
Text and Reference Books for Masters, and Reading room for Students	150 00	
	$. cts.	
Printing and Stationery, Chemicals and supplies...	500 00	
Expenses of Grounds, Plants and Plant-house.....	600 00	
Fuel and Light	1,585 00	
Water	380 00	
Contingencies	550 00	
Total		$23,965 00

To defray the expenses of the Provincial Educational Museum and Library, as follows:—

	$ cts.	
Specimens of School Furniture and Fittings, Apparatus and Maps, Text-books and Works on Education	1,000 00	
Various Models	200 00	
Books and illustrations of Canadian History ...	200 00	
Casts, Photographs and Engravings	200 00	
Frames Glass, Paintings and Fittings	200 00	
Binding 1,500 Volumes in half-calf of Canadian Books and Pamphlets	1,000 00	
Restoring Casts, Pictures, and Re-colouring Rooms	300 00	
Fuel, Water and Light	350 00	
Printing, Furnishings and Contingencies	250 00	
Caretaker	200 00	
Total		$3,900 00

To defray the expenses of the *Journal of Education*, as follows:—

	$ cts.	
Printing, folding and mailing 6,250 copies, at $150 per month	1,800 00	
Postages on 6,250 copies at $25 per month	300 00	
Plans for School Houses and Grounds	200 00	
Engraving Plans of new School Houses in Ontario and other Illustrations	200 00	
Periodicals and Contingencies	100 00	
Total		$2,000 00

To defray the expenses of providing Maps, Apparatus, Library and Prize Books $50,000 00

To defray the expenses of the Educational Depository, as follows:—

Salaries:

	$ cts.	
Clerk of Libraries	1,400 00	
Cashier and Assistant Clerk	800 00	
Despatch Clerk	500 00	
Clerk of Sales	365 00	
Clerk of Stores	400 00	
Clerk of Stock	365 00	
Clerk of Invoices	300 00	
Copying Clerk	200 00	
Junior Assistant Clerk	160 00	
Furnacemen and Messenger	365 00	

Contingencies:

Postages	450 00	
Stationery	485 00	
Fuel, Water and Light	525 00	
Printing Forms and Circular	375 00	
Printing new Catalogue (re-vote)	400 00	
Miscellaneous Printing	275 00	
Expenses of Purchases and revising arrangements in England and United States (re-vote)	675 00	
Packing Paper, Twine, Nails, etcetera	350 00	
Shelving, Fixtures and Painting	325 00	
Furnishings and Contingencies	475 00	
Total		$9,190 00

To defray the expenses of the Education Office, as follows:—

Salaries:

	$ cts.	
Chief Superintendent	4,000 00	
Deputy Superintendent and Editor of the *Journal of Education*	2,800 00	
Chief Clerk and Accountant, and Clerk to the Council of Public Instruction	1,800 00	
Clerk of Statistics	1,200 00	
Clerk of Records	1,000 00	
Clerk of Correspondence	900 00	
Clerk of References	450 00	
Assistant Clerk of Correspondence	440 00	
Clerk of Reports and Returns	400 00	
General Assistant Clerk	350 00	
Junior Clerk	200 00	
Caretaker	500 00	

Contingencies:

Postages	550 00	
Printing Circulars, Blanks and Paper	600 00	
Fuel and Light	480 00	
Office Stationery and Account Books	350 00	
Books, Newspapers, Law and other Reports	185 00	
5,000 Public School Registers of daily attendance of Pupils	450 00	
5,000 Public School Law, (re-vote)	650 00	

	$ etc.	
15,000 yearly and half-yearly Blank Forms, for School Trustees, etcetera	275 00	
Law appeal Cases, (re-vote)	250 00	
Office Furniture and Fixtures, Petty Repairs and various incidentals	450 00	
5,750 extra copies of the Chief Superintendent's Report, 1874	1,000 00	
Total		$19,280 00

To defray the expenses of the Council of Public Instruction, as follows:—

	$ cts.	
Travelling expenses of Members, (re-vote)	600 00	
Expenses of Elections and Printing, (re-vote)	250 00	
Contingencies, (re-vote)	50 00	
Total		$900 00

March 11th, 1874. The following Bills were severally introduced, and read the First time:—

Bill, (Number 137), intituled: "An Act to Amend and Consolidate the Public School Law."—The Honourable Attorney-General Mowat.

Ordered, That the Bill be read the Second time To-morrow.

Bill, (Number 138), intituled: "An Act to Amend and Consolidate the Laws respecting the Council of Public Instruction, and respecting High Schools."—The Honourable Attorney-General Mowat.

Ordered, That the Bill be read the Second time To-morrow.

Ordered, That the Fees, less the actual expenses of printing, be remitted on the following Bill:—Bill, (Number 22), To incorporate the Trinity College School at Port Hope.

March 12th, 1874. The following Petition was received and read:—Of the Township Council of Nassagaweya, praying for certain amendments to the School Act.

The amendments made on Committee on Bill, (Number 131), Respecting Industrial Schools, having been read the Second Time, were agreed to and it was,—

Ordered, That the Bill be read a Third time To-morrow.

The Order of the Day for the House to resolve itself into a Committee to consider certain proposed Resolutions relative to the Superannuated Teachers' Fund having been read, the Honourable Attorney-General Mowat, by command of His Excellency the Lieutenant-Governor, acquainted the House that His Excellency having been informed of the subject matter of the proposed Resolutions, recommends the same to the consideration of this House.

The House accordingly resolved itself into the Committee. In the Committee, it was,—

Resolved, That it is expedient that, every Teacher who, while engaged in his profession, contributes to the Superannuated Teachers' Fund as provided by law, shall, on reaching the age of sixty years, be entitled to retire from the profession at his discretion, and receive an allowance, or Pension at the rate of six dollars per annum for every year of such service in Upper Canada, or Ontario, upon furnishing to the Council of Public Instruction satisfactory evidence of good moral character, of his age, and of the length of his service as a Public, or High, School Teacher in Upper Canada, or Ontario; and such Pension may be supplemented out of local funds by any Public, or High, School Board, or Board of Education, at its pleasure.

That it is expedient that, every Teacher under sixty years of age who has contributed as aforesaid, and who is disabled from practising his profession, shall be entitled to a like Pension, or local supplementary allowance, upon furnishing the like evidence, and upon furnishing from time to time, in addition thereto, satisfactory evidence of his being disabled.

That it is expedient that every Teacher entitled to receive an allowance from the Superannuated Teachers' Fund, who holds a First, or Second, Class Provincial Certificate, or who is an authorized Head Master of a High School, or Collegiate Institute, shall, in addition to said allowance, or Pension, be entitled to receive a further allowance of one dollar per annum for every year of service while he held such Certificate, or while he acts as Head Master of a High School, or Collegiate Institute.

That it is expedient that the retiring allowance shall cease at the close of the year of the death of the Recipient, and may be discontinued at any time should the pensioned Teacher fail to maintain a good moral character, to be vouched for, (when required,) to the satisfaction of the Council of Public Instruction.

That it is expedient that if any pensioned Teacher shall, with the consent of the Council, resume the profession of teaching, the payment of his allowance shall be suspended for the time of his being so engaged; and, in case of his again being placed by the Council on the Superannuation list, a Pension for the additional time of teaching shall be allowed him, on his compliance with the Law and Regulations.

Mr. H. A. Hardy reported the Resolutions; and they having been read the Second time, were agreed to.

Ordered, That these Resolutions be referred to the Committee of the whole House on the School Bill, (Number 3), To amend the Public and High School Laws.

The House again resolved itself into a Committee to consider the School Bill, (Number 3), To amend the Public and High School Laws; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. Thomas Hodgins reported, That the Committee had directed him to report the Bill with certain amendments.

Ordered, That the Amendments be taken into consideration forthwith. The Amendments, having been read the Second time, were agreed to.

Ordered, That the Bill be read the Third time To-morrow.

March 13th, 1874. The House accordingly again resolved itself into a Committee of Supply.

In the Committee, it was,—

Resolved, That there be granted to Her Majesty, for the service of the year 1874 the following Sums:—

To defray the expenses of the School of Practical Science, as follows:—

	$ cts.	
Salaries	4,000 00	
Gas	300 00	
Fuel	500 00	
Water	200 00	
Ordinary Repairs and Incidentals	200 00	
Housekeeper	600 00	
Total		$5,800 00
To promote Scientific Research		500 00

March 16th, 1874. The Amendments made in Committee of the whole House on Bill, (Number 131), Respecting Industrial Schools, having been read the Second time, were agreed to, and it was,—

Ordered, That the Bill be read the Third time at the Second Sittings of this House To-day.

The following Bill was read the Third time, and passed:—Bill, (Number 131), Respecting Industrial Schools.

The Honourable Mr. S. C. Fraser presented to the House, by command of His Honour the Lieutenant-Governor, the Annual Report of the Council of the University College of Toronto; also on

March 17th, 1874. Return to an Address of the Legislative Assembly to His Honour the Lieutenant-Governor, praying His Excellency to cause to be laid before the House,—

1st. Copies of all Correspondence between the Inspector of Schools for the County of Peel, to and from Doctor Ryerson, Chief Superintendent of Education, or to any other Person in the Education Office, at Toronto, relating to taking a number of Lots from School Section, Number 13, Albion and 20 King.

2nd. All Correspondence in Doctor Ryerson's possession, from the Trustees of School Section Number 6, and 13 Albion and others, (if any,) relating to the same.

3rd. The Chief Superintendent's decision in the case of the 7th of October and of the 18th of November respectively.

4th. All correspondence between the Inspector of Peel, Mr. D. J. McKinnon, to the Inspector of North York, Mr. D. Fotheringham, and Mr. Fotheringham to Mr. McKinnon, now in their possession, which has not been sent to the Education Office, including a protest signed by Mr. George Jones and placed in Mr. Fotheringham's hands, as Chairman of a Meeting held last December at Bolton Village, also Mr. McKinnon's to any other Person.

5th. All Affidavits relating to the above, now in Doctor Ryerson's possession, particularly sworn to between the 7th of October and the 18th of November; also, the Affidavits since made and now in his possession.

Also,—Return to an Address of the Legislative Assembly to His Honour the Lieutenant-Governor, praying His Excellency to cause to be laid before the House, copies of all Rules, Regulations and Instruction, issued by the Council of Public Instruction for the guidance of Teachers, Trustees, and Inspectors, and all other Rules, Regulations and Instructions passed by the Council of Public Instruction for the purpose of carrying out the provisions of the School Law, and the dates when they were passed.

The House accordingly again resolved itself intc Committee of Supply, and in the Committee, it was,—

Resolved, That there be granted to Her Majesty, for the service of the year 1874, the following sums:—

To defray the expenses of Works at the School of Agriculture as follows:—

	$ cts.
Re-vote, unexpended balance	14,249 02
To defray the expense of Repairs at the School of Practical Science	200 00

To defray the expenses of works at the Normal School and Education Office, as follow:—

	$ cts.	
Central Boiler House and Boilers	8,000 00	
Removing Latrines and repairing Drains	2,000 00	
Repairs	2,000 00	
Total		$12,000 00

To defray the expenses of Works at the Normal School, Ottawa, as follow:—

Re-vote, unexpended balance	$94,768 60

March 18th, 1874. The House accordingly again resolved itself into Committee of Supply, and in the Committee, it was,—

Resolved, That there be granted to Her Majesty, for the service of the year 1874, the following sums:—

Education:

	$ cts.
Account of contributions to Superannuated Fund, withdrawn.	750 00
School of Industrial Science	1,103 93
Normal and Model Schools, Toronto	846 63
Agricultural College, Guelph	1,707 29

Education Office:

	$ cts.	
Office Contingencies	528 62	
Refunds	442 81	
		$971 43
Agricultural College, Guelph		809 12

March 20th, 1874. The House accordingly resolved itself into Committee of Supply. The Message of His Honour, and the Supplementary Estimates, having been read, it was, in Committee,—

Resolved, That there be granted to Her Majesty, for the service of the year 1874 the following sums:—

To defray the expenses of Education, as follows:—

	$ cts.	
Council of Public Instruction, revising Text Books	1,000 00	
Medals for Competition at the Teachers' Examination	100 00	
Pensions for First and Second-class Teachers and High School Masters	2,000 00	
		$3,100 00

To defray the expenses of Public Institutions, as follows:—

School of Agriculture, Guelph, Maintenance $10,000 00

The Bill, (Number 137), To amend and consolidate the Public School Law, was read the Second time.

Ordered, That the Bill be referred forthwith to a Committee of the whole House.

The House accordingly resolved itself into the Committee; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. H. A. Hardy reported, That the Committee had directed him to report the Bill without any amendment.

Ordered, That the Bill be read the Third time forthwith.

The Bill was then read the Third time and passed.

The Bill, (Number 138), To Amend and Consolidate the Laws respecting the Council of Public Instruction, and respecting High Schools, was read the Second time, and it was,—

Ordered, That the Bill be referred forthwith to a Committee of the whole House.

The House accordingly resolved itself into the Committee; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. H. A. Hardy reported, That the Committee had directed him to report the Bill without any amendment.

Ordered, That the Bill be read the Third time forthwith.

The Bill was then read the Third time, and passed.

The Order of the Day for the Third reading of Bill, (Number 3), To amend the Public and High School Laws, having been read, it was,—

Ordered, That the Order be discharged, and that the Bill be withdrawn.

March 21st, 1874. On motion of Mr. C. J. Rykert, seconded by Mr. W. H. Meredith,

Resolved, That it be referred to the Committee on Printing to consider the propriety of printing One thousand six hundred and fifty extra copies of Bills, (Numbers 137 and 138), Relative to the consolidation and amendment of the School Laws, in order that Members may be supplied with twenty copies each.

Mr. C. Clarke, (Wellington,) from the Committee on Printing, presented their Ninth Report which was read as follows:—Your Committee recommend the printing of the following Document:—

Two thousand copies extra of the School Bill, Number 137, and one thousand copies extra of the High School Bill, Number 138.

Resolved, That this House doth concur in the Ninth Report of the Committee on Printing.

March 24th, 1874. His Honour John Crawford, Lieutenant-Governor of the Province of Ontario, being seated on the Throne.

The Clerk of the Crown in Chancery read the Titles of the several Bill to be assented to, as follow:—

An Act to amend an Act intituled "An Act to incorporate the Trinity College School."

An Act respecting Industrial Schools.

An Act to Amend and Consolidate the Public School Law.

An Act to amend and Consolidate the Laws respecting the Council of Public Instruction, and respecting High Schools.

The Lieutenant-Governor was then pleased to deliver the following speech, in which he said:—

You have done a good service to every part of the Province by your revision, improvement and consolidation of the Laws, (which had for many years been accumulating for the Regulation and management of our Public and High Schools,—on the efficiency of which the future condition of our Province so essentially depends.

APPENDIX TO VOLUME TWENTY-FIVE.

SKETCH OF THE HISTORY OF THE OTTAWA COLLEGIATE INSTITUTE, 1843-1894.

By John Thorburn, Esquire, M.A., LL.D., formerly its Head Master, but now Librarian of the Government Geological Survey of Canada.

Doctor Thorburn to the Historiographer of the Education Department.

I received your kind note of the 21st instant, and in compliance with your suggestion, I am sending you a brief sketch of the Ottawa Collegiate Institute.

When the District of Dalhousie, now the County of Carleton, was separated in 1842 from the Bathurst District, the then Bytown Grammar School was commenced in May, 1843. At that time, the appointment of Head Masters to Grammar Schools was made by the Governor-in-Council. Prior to the erection of the Collegiate Institute Building in 1874, the School may be said to have had a peripatetic existence, moving about from one Building to another, none of them being at all suitable for School purposes. There were five of such Buildings occupied between 1843 and 1874, when the Classes were removed to the new Building. The present site of the Collegiate Institute was secured in 1872, and on June 4th, 1874, the Governor-General, Lord Dufferin, laid the Corner Stone, on which occasion Addresses were presented to His Excellency by the Trustees of the Institute, by the Pupils of the Public Schools, and by the Pupils of the Collegiate Institute. This last one was in Latin, of which the following is a copy:—

Pace tua, Vir Illustrissime:—

Nos discipuli Ottawaensis Academicæ Scholæ animis libentissimis et maxima voluntate salutem dicimus.

Pergratum nobis fecisti, quod, a cura tua regni et altis laboribus cessans, ad hoc festum solemne nostrum venisti, ut primum lapidem hujus academici ædeficii pro doctrina et educatione juvenum instituti ponas.

In rem tuam erat, ut in juvenilibus annis, more majorum tuorum, animus tuus insigni fonte literarum aleretur, et postea, annis volventibus, ductus delectatione, tam audiendi quam videndi novas res in altis regionibus Septentrionum onustus tuorum itinerum ad multas exteras nationes opimis fructibus domum incolumis redires.

Isto præclarus cultus artis literarumque, qui vitam tuam adornat, nos certiores facit, ut studia, quæ ad humanitatem et bonos mores pertinent, quæ in majus triumphos scientiæ provehunt, et itaque, adjumenta gerendi vitæ opera dant, ea benigne æstimes.

Hæc schola, permultos annos, artes, præceptaque morum doceat, lumina scientæ et lietrarum diffundat, et fons sempiternus inviolatæ fidei veritatisque natis postmodo multis sit.

Ne te diutius sermone nostro detineamus, oramus ut, amico et benigno animo, hæc dicta accipias, et magna multaque bona tibi et conjugi tuæ pulchræ præclaræque precamur.

Nunc dicendum est.
Valeatis tuque tuique.

GEORGIUS M. GREENE, Pro Condicipulis Suis.

His Excellency in reply to the Latin Address presented to him, on behalf of the Pupils of the Collegiate Institute, read the following, also in Latin:—

Alumni, Ottawaensis Academicæ Scholæ:—

Dies notandos mihi candissimis calendis istos semper puto in quibus vitamdare, et amico vultu aspicere in instituta disciplinæ litterisque dedita mihi occurrat.

Viatores nunc estis per semitas arduas angustiasque, ut mature in jucundissima lataque scientiæ prata veniatis. Labores, crede mihi, me cognoscente, magno præmio compensati erunt, præmia potestatis scire, hoc est potestatem habere.

Hoc saxo quadrato posito, tam certa sedes ad præclarum ædificum struendum, spectantes mementote Ciceronis verborum—"Senectus fundamentis adolescentiæ constituta est."

Restat ut vobis gratias referam, propter amica verba erga meipsum conjugemque. Vobis vestris que multam salutem dico, multos annos famæ notissimos prædico.

Master Bradley, a Pupil of the Public School, of eleven years of age, read the following Address with remarkable clearness and propriety:—

May it please Your Excellency:—

Having been invited by the Directors of the Collegiate Institute, of which you have just laid the foundation stone, to be present on this occasion, it was thought that Your Excellency would not be displeased if we ventured to present you with a short Address, and accordingly 45 Boys and 31 Girls tried their hands at it. Out of these 76 attempts the following remarks have been selected, and the Address therefore embodies just what the Pupils of the Public Schools themselves thought to say to Your Excellency. In the first place we desire to thank Your Excellency for the great interest you take in the education of the young, and we remember with gratitude the good advice you gave us at our Annual Exhibition, last Christmas, when Your Excellency and the Countess of Dufferin were so kind as to honour the Meeting with your presence. As a proof that Your Excellency's instructions were attentively received, it may not be improper to say that that Speech was referred to as a cause of great encouragement. We have tried to follow your good counsel, and many of us are now looking forward to the time when we shall be sufficiently advanced in our studies to enter the Collegiate Institute. It is our hope that like the Public Schools, it will be free to all the children who may be qualified to enter it, and if it shall be so, it cannot fail to be of the greatest advantage to Ottawa and the County generally.

We desire to say that we value our great privileges, and that we hope to prove our gratitude by cherishing a loyal attachment to our noble Queen, whom we have all so much reason to reverence and love.

As Your Excellency is the first Governor-General, so far as we know, who has honoured the Public Schools by his countenance, we desire to thank you for having set the example, and we beg to assure Your Excellency that we shall esteem it a very great honour if you should again countenance our anniversaries. These remarks are offered to Your Excellency with sincere good wishes for your health and happiness, and for the health and happiness of Her Ladyship the Countess of Dufferin, whose goodness in accompanying Your Excellency at our Christmas Meeting, we shall never forget.

His Excellency very kindly inquired the Boy's name, and then said:—Master Bradley, I beg to thank you for the admirable Address that you have presented me with, from your Schoolfellows, both Girls and Boys, and I must say that they have

done very wisely in choosing you, who can read with such propriety and with such feeling, and with a diction so pure and classical; and the School which you represent could not have devised a better method of convincing those who stand around me of the admirable way of the conduct of that Institution. Such a satisfactory specimen of your efforts is the best proof of the excellence of your training. You will have the kindness to return, on my behalf, to your Schoolfellows my best thanks; and I can assure you that Lady Dufferin will very much appreciate the very kind expressions in which you have been kind enough to allude to Her Excellency.

Of the new Building, Mr. W. Chesterton is the Architect. On being invited by the Board of Trustees to lay the corner stone, the following Address was presented to His Excellency:—

To His Excellency Earl Dufferin.

May it please Your Excellency:—

The Board of Trustees of the Collegiate Institute of the City of Ottawa, aware of the great interest that Your Excellency takes in all matters that tend to the welfare of Canada, and especially of its educational institutions, having respectfully prayed Your Excellency to lay the foundation stone of this Building, which, when completed, will be devoted to the purpose of teaching the higher branches of a classical, scientific, and English Education, and Your Excellency having graciously consented to comply with this prayer, now expresses to Your Excellency its sincere satisfaction for the encouragement Your Excellency this day gives to its endeavours to establish in Ottawa a Collegiate Institute worthy of the Capital of the Dominion.

The Board wishes further to convey to Your Excellency its constant desire for the welfare of Your Excellency and the Countess of Dufferin, and its hope that Canada, under the fostering care of Your Excellency, as the Representative of its Gracious Sovereign, will advance in intellectual culture, as it has heretofore advanced in material prosperity.

Ottawa, June 4th, 1874. John P. Featherston, Chairman.

To this Address His Excellency replied,—

Mr. Mayor, Ladies and Gentlemen:—I have already on so many occasions had the opportunity of expressing to the public of Canada the deep interest I take in all these Institutions, and the confirmed conviction that I entertain that there is nothing more calculated to promote the prosperity of the Country than establishments of this kind, founded on pure and sound principles, that it will be unnecessary for me to repeat those observations, or to give you any fresh assurance of my sentiments in this regard, but I do not wish to let this opportunity pass without expressing my supreme satisfaction for the very satisfactory account with which I have been favoured. Of the circumstances which have led to the foundation of this Institution,—of the prosperous condition in which it is at its commencement, and of the promising future which lies before it. And I can assure you that so soon as the object which you have in view is in progress,—when the walls of this Hall are raised, I shall consider it one of my chief privileges to come and visit the School. I may also be forgiven if I take this opportunity of expressing the personal gratification I feel in congratulating those who are interested in the success of this Institution upon its possession in the Head Master, (Doctor Thorburn), of a Person so admirably qualified to secure the prosperity of the School and conduct it on proper principles. He was one of the first Persons with whom I became acquainted on arriving in Ottawa, and I must say that I esteem it as a great privilege that I should have had opportunities of maintaining my intercourse with him, and conversing on many classical subjects. I also have the pleasure of knowing one of his Assistants, whom I am perfectly justified in considering a great acquisition to the teaching staff of the Institute. I trust that in future years it may be my good fortune to extend my acquaintance to the other Gentlemen who assist him. I may also be permitted to say that it is my intention to give a silver and a bronze Medal to be

annually competed for by the Pupils on conditions that can be settled between the Head Master and myself. I need only say further that it must be a source of pride and gratification to every inhabitant of Canada to know that there are Institutions of this kind, founded on such principles, and administered with such sound judgment, established on such satisfactory conditions in almost every City and centre in the Dominion. It affords the strongest evidence that for the future the young of Canada will have the means of obtaining an education and the development of their natural intelligence, and which will also inculcate the principles of virtue and morality as well as literary wisdom, by which the civilization of the world is maintained.

A silver Trowel was then presented to His Excellency, and the Corner Stone having been lowered to its bed of mortar, he declared it duly laid. The Reverend D. M. Gordon then offered prayer for the prosperity of the Institute, and the protection of those engaged in the work, and the ceremony was brought to a close after three hearty cheers, called for by the Mayor, had been given for the Queen, and three for His Excellency and the Countess of Dufferin. The band of the Foot Guards played "God save the Queen," and His Excellency drove off amid cheers.

Some years previously, in 1865, the following Address was presented to the then Governor-General, Lord Lorne, by the Master and Pupils of the Collegiate Institute, and to whom he made an appropriate and suitable reply:—

To His Excellency the Right Honourable Sir John Douglas Sutherland Campbell, K.T., K.C.M.G., P.C., Marquis of Lorne, Governor-General of Canada.

May it please Your Excellency:—

We, the Head Master, Masters and Pupils of the Ottawa Collegiate Institute beg to convey to Your Excellency and to your august Consort our respectful greetings, and the assurance of our sincere thanks for the great honour which this auspicious occasion brings us.

While others are engaged in the various avocations of life, in developing the material prosperity of this young Dominion, by gathering the fruits of the soil, and by fostering and extending trade and commerce, it is our province in the quiet seclusion of the Class Room, with its daily round of duties, to lay the foundations of those intellectual and moral qualities without which no Nation can be great and prosperous.

Coming, as Your Excellency has done, from a Land which has for many centuries enjoyed the benefits of cultured Instructors, and of the best educational appliances, and having yourself given ample proofs of the same training and ripe scholarship obtained in her time-honoured Institutions of Learning, Your Excellency can the better understand and appreciate the advantages that the study of our own literature, and that of the great masters of Greece and Rome can confer upon the youth of this Country.

Enjoying, as we do, in full measure the blessings of civil and religious liberty, and sharing in the glories and achievements of the British Empire, we hail with loyal satisfaction the presence among us, of a Royal Daughter of England, as a pledge of the interest felt in this Country by our beloved Queen, and we trust and pray that, in coming years, Canada may remain inseparably united to the Mother land.

In conclusion we desire to renew our assurance of devoted loyalty to our Most Gracious Sovereign, and of cordial welcome to Your Excellency and to Her Royal Highness the Princess Louise.

Signed on behalf of the Masters by J. Thorburn, M.A., Head Master.
Signed on behalf of the Pupils by A. B. Hudson and Mary Musson.

On January 30th, 1893, the Collegiate Institute Building was destroyed by fire, and the Classes were accommodated in the Normal School, and in one of the Public Schools until the Building was ready for occupation in December, 1893. A new Wing was added to the Building in 1902.

In 1865, when the Grammar Schools of the Province were classified by the Reverend Professor Young, who was then Inspector of Grammar Schools, there were only four of these Schools placed in the first, or highest, class, and the Ottawa Grammar School was one of them. Professor Young informed the Chairman of the Board that there was only one School west of Toronto, as thoroughly efficient as the Ottawa one, and that was the Galt School.

Besides numerous Scholarships, Medals and others honours carried off by the Pupils of this School at one, or other, of our Canadian Universities, two of the five English Gilchrist Scholarships, offered for competition in Canada, were won by Ott a Boys, S. W. Hunton in 1877, and Fred. W. Jarvis in 1879.

The first Trustees of the School in 1843 were the Reverend S. S. Strang, Chai the Reverend Father Phelan, (afterwards Bishop Phelan), the Reverend J. Cruikshar Mr. Joseph Coombs, and Mr. J. B. Lyon-Fellows.

The Chairmen of the Board of Trustees since 1843, were the Reverend Do tor Strang, Doctor Hamnett Hill, Messieurs Edward McGillivray, J. P. Featherston, Ge Hay, the Honourable Francis Clemow, John Thorburn, M.A., LL.D. The Head Mas s since 1843, were the Reverend Doctor Thomas Wardrope, the Reverend Doctor Thomas, the Reverend John Robb, M.A., ex-Judge William Aird Ross, Timothy Millar, M.A , the Reverend W. I. Borthwick, John Thorburn, M.A., LL.D., who held office for nearly twenty years, and John McMillan, B.A.

In 1874, the Board of Grammar School Trustees, feeling the want of more suitable accommodations, decided to erect a permanent home for the School, the corner stone of which was laid by Governor-General Lord Dufferin, as already detailed.

In the Winter of 1892, this Building was destroyed by fire, but steps were taken in November, 1893, to rebuild a new home for the School, which was opened for the reception of Pupils in February, 1894, when the occasion was graced by the presence of Governor-General and Lady Aberdeen, and a large assemblage of interested visitors.

OTTAWA, March, 1895. JOHN THORBURN.

Min. of
Information Centre, ... Floor,
Mowat Block, Queen's Park,
Toronto, Ont. M7A 1L2